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FÉVRIER

Forces Relating University and Community

Traitements de l'exercice 1968 - 1969

Salaries of Full-Time Lay Staff, 1968 - 1969

Traitements du personnel laïc à temps complet, 1968 - 1969

The Strax Affair

Men's and Women's Salaries in the Academic Profession

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ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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FORCES RELATING UNIVERSITY AND COMMUNITY *

C. B. Macpherson

I shall argue (1) that the relation between the university and the community in Canada has been determined so far by a conjuncture of two forces : (a) the original and continuing purpose of the Canadian community in establishing universities, i.e., to avoid having to rely on importing cultural, professional and technical talents in order to maintain in Canada a level of culture and technique similar to that of older countries; and (b) the difficulty of recruiting and reproducing university teachers of the required quality unless they were allowed to see the university's prime purpose to be the advancement of learning rather than the production of trained personnel for Canadian society.

I shall argue further (2) that a third force — the rise of student demands for changes in the organization or the nature of the university — is bound to alter the relation of the university to the community, and that the way in which it will alter that relation depends on the extent to which the universities and the leaders of the outside community rethink the primary purpose of the Canadian university.

1. Canadian universities have in fact been set up by the community acting through provincial governments, or by influential sections of the community with public support, and are now maintained largely by provincial legislatures and governments. The primary purpose of those who set up Canadian universities and who provide the funds for them has been and is to produce from within the Canadian community a steady supply of people with the intellectual and other skills required to provide the professional, cultural and high-level technical services which the community's leaders think necessary or desirable.

This purpose being given, rhetoric about the university being a community of scholars is only valid to the extent that the university teachers insist on being scholars. This they are in a position to do. For to perform the function expected of it the university must have teachers, and national pride will not allow their scholarly qualifications to be below a standard recognized internationally. Therefore if the university teachers, having scholarly qualifications, insist on being scholars

* This is the text of a paper presented at a panel discussion on "The nature of the contemporary university" held at the annual meeting of the Association of Universities and Colleges of Canada, November 7, 1968.

they can go some way to requiring the outside community to accept the scholars' view of the function of the university, which is the advancement of learning in the broadest sense — the increase and dissemination of knowledge, of understanding, of critical intellectual ability. This view of the function of the university is not in principle inconsistent with the public's, and the public's leaders' view, except to the extent that the latter reject the right of the university's members to criticize, at however fundamental a level, the structure or purposes of existing society. If that right is denied, the two views of the university's purpose are indeed incompatible. If it is not, then with skill and good-will, both purposes can be served, though there can be expected to be tension between them. The tension at present is most obvious in different views about university government: the dominance of the lay and/or government-appointed board corresponds to the first view, while demands for a large share of control by the university faculty corresponds to the second.

If there were no further force at work, the relation between the university and the community would be manageable.

2. But there is another force at work, a force which manifests itself in various levels of student demands. These demands range from modest requests for some student representation on departmental, divisional and universities committees and legislative bodies, to demands that students and teachers should have equal power (and nobody else any power at all) at every level from the teaching department to the board of governors. Underlying these demands are feelings which range from a sense of lack of effective communication, i.e., lack of effective teaching and learning; through a sense of lack of voice in what is taught and what is required for a degree; to a radical rejection of the purposes, the morality and the power structure of the outside community, and of the reflection of those which students find in the university. The most radical students are those for whom the enemy is the international structure of corporate capitalism, which they see as permeating and dominating the national (and the provincial) society and all its institutions, including universities. They can make something of a case for this. Insofar as universities allow themselves, or are compelled, to subserve, and train recruits for, an outside structure which the radical student holds to be vicious, there is little chance of accommodation between the radical students, the universities as presently constituted, and the society outside. Corporate capitalism is not likely to change its spots at the demand of radical students. But the universities are going to be caught in the

squeeze unless they can prove to the radical students that the university is not, or with internal reforms would not be, a mirror of society outside, but is devoted to the advancement of learning no matter how that conflicts with the demands of the society outside.

This will not be easy. For, unfortunately for the university administrators and the faculty, we have let things go on too long in a rather authoritarian pattern. Presidents have too frequently accepted the outside view of the university as a production line (of course at the highest cultural level). Faculty have too frequently made the false inference that because, by definition, they know more than the students, the students need not be consulted seriously about what is taught and how it is taught.

The combined result has been that not just the most radical students, who want to revolutionize society, but a considerable number of students who have no revolutionary inclinations, make common cause about the reform of the university structure. If we do not change our authoritarian pattern of instruction they cannot be blamed for seeing it as reflection of a society which makes war, not love. They are in my opinion perfectly entitled to reject such a society, and to reject the university (and it is surely now evident that they can not only reject it but bring it to a halt) insofar as the university accepts, or appears to accept, unthinkingly, the values of the society outside.

I would add that student demands, both radical and reformist are a reflection of the increasingly democratic temper of the world as a whole — East, West and Third worlds — and the increasing disenchantment, across the world, with existing power structures. What has not been sufficiently recognized by the university authorities, and faculty, and the leaders of the outside community is that this disenchanted temper is a new datum, and that universities can no longer perform their proper function unless they acknowledge this and act on it. For the university cannot perform its function (the advancement of learning) unless the teachers can communicate scholarly discipline, unless they can catch the students up in a love of disciplined learning, thought, and investigation, so that the students will apply themselves to the discipline and so will gain as rapidly and as fully as may be the freedom of the city of the intellect. But a significant proportion of the students (frequently including the best students), reflecting the increasingly democratic temper of the world, cannot now be communicated with unless they

have a genuine sense of participation. It follows that the students must be given the means of such participation.

The directions of the required action suggested by my analysis are obvious.

First, presidents and faculty must make it clear to themselves, to the students, and to the leaders of the community outside, that the university is not a production line in the service of existing society. The sooner provincial governments can be persuaded that the lay board of governors is an anachronism, the more readily this can be done. Secondly, presidents and faculty must recognize that students (in spite of all the obvious points about students being more transitory, less informed about the subject matter of their study, and less intellectually disciplined, than the faculty) now need a real voice in the uses to which the whole resources, intellectual and material, of the university are put : this now appears to be a prerequisite of their truly learning. Thirdly, student leaders must recognize that the people who have been trying to promote the idea of the university as a community of scholars, working for the advancement of learning, are on their side and should be allowed to get on with the job.

C. B. MACPHERSON,
University of Toronto.

LA COMMISSION D'ÉTUDE SUR LES RELATIONS ENTRE LES UNIVERSITÉS ET LES GOUVERNEMENTS

(Extrait d'une brève communication de l'un des deux commissaires, le Professeur René Hurtubise lors de la réunion du Conseil de l'A.C.P.U. à Montréal le 17 novembre 1968.)

La première partie de notre mandat porte sur l'aspect philosophique, social et politique : quelle est, quelle doit être votre conception de l'Université ? Quelle est sa responsabilité sociale ? Son besoin concret d'autonomie ? Peut-on et doit-on parler d'autonomie de chacune des institutions universitaires ou plutôt d'autonomie collective du réseau d'institutions d'une province donnée ? etc.

De nos conclusions (provisoires et relatives) découleront nos suggestions concernant la seconde partie, plus technique, à savoir les relations entre les universités et les gouvernements. Cet aspect ne sera nullement négligé : nous sommes actuellement à cumuler nombre d'informations, tant par la visite de toutes les régions du pays (plus quelques excursions à l'étranger) que par la lecture de documents et d'études dont nous aurons l'occasion de reparler¹.

C'est sur la première partie que je voudrais attirer votre attention. Le présent malaise universitaire n'est pas le fruit d'une génération spontanée. Les professeurs ont eux-mêmes mené une lutte afin que leur propre voix soit reconnue au chapitre... Mais constatons-le, à tort ou à raison, ce sont principalement les étudiants qui actuellement assument une sorte de leadership. Peu importe comment vous — et d'autres — le qualifiez : enthousiasmant, positif dans l'ensemble, aberrant, anarchique, etc. Leur leadership, leur contestation sont là, *présents, face à vous-mêmes*. Comment réagissez-vous ? Car votre qualité, voire votre titre d'universitaire, ne vous laisse pas le choix : vous n'avez pas le droit d'être indifférents !

Conscient de certains abus auxquels ont pu se livrer des étudiants, je veux néanmoins faire une brève revue d'une approche positive au mouvement, le tout *principalement* à partir de *textes choisis* :

Revenons d'abord au sens étymologique du mot *contester* : « plaider en produisant des témoins » ; il n'a donc pas le sens exclusivement

¹ A preuve, lire le chapitre III du Document de travail préparé par le personnel de la commission, ou songer à l'entrevue avec le coordinateur du Comité d'élaboration d'un système d'informatique pour la gestion des universités.

négatif qu'on lui prête aujourd'hui d'ordinaire; il est aussi porteur d'affirmation ².

De là, laissons la parole à un groupe de sociologues qui a assez bien réussi à articuler la raison de la contestation globale, même si une partie de leur raisonnement peut vous sembler puiser au monde de l'utopie: « Il est normal que les étudiants contestent une structure universitaire qui s'oppose à leur souci de formation réelle. C'est pourquoi ils tentent de rompre l'isolement individualiste par un mouvement de discussion et de dialogue généralisés. Ils ne visent pas à des aménagements mais à un changement de structures. Ils ont vu juste : les autres groupes sociaux découvrent aussi que dans leur travail, dans leurs loisirs, ils sont écartés de tout pouvoir de décision et, par là, privés de l'exercice de leurs capacités de jugement et de création. On comprend ainsi l'effet libérateur des formes de démocratie directe nouvellement apparues : elles visent à supprimer le gaspillage intellectuel et représentent l'espoir d'une libération des énergies et des capacités créatrices offrant plus de garanties d'efficacité que le modèle bureaucratique. Dans un tel contexte, il est logique de refuser la société de consommation : *consommer représente une compensation à l'impossibilité de créer*. Repenser les structures de l'université, c'est aussi jeter le masque de la société de consommation. » (Le groupe de sociologie des Mines, mai 1968 ³.)

Face à cette articulation, des parents et éducateurs ont réagi positivement : « Nous n'avons pas compris le désespoir, la solitude de la jeunesse » « Ce ne sont pas eux qui créent le vide, c'est de notre vide qu'ils ne veulent plus ⁴. »

Écoutons maintenant l'analyse du grand universitaire français Alain Touraine : « Ce qui pour moi est essentiel, c'est que le soulèvement étudiant est la première manifestation des nouveaux thèmes et des nouveaux conflits de classe de notre société. Au début du XIX^e siècle, c'est la grande industrie capitaliste qui est le cœur du système de production; c'est donc là que se font les grands conflits avec le prolétariat. Dans notre société, ce qui compte ce sont les grands appareils d'intégration sociale et de manifestation culturelle. C'est l'accumulation du savoir et non pas l'accumulation du profit qui est le point capital. C'est l'éducation beaucoup plus que la richesse qui est le point capital. Avant, on

² Aux Editions du Seuil: « Quelle université ? Quelle société ? » — Textes réunis par le centre de regroupement des informations universitaires, p. 18.

³ Aux Editions du Seuil: « Quelle université ? Quelle société ? », pp. 22-23.

⁴ Aux Editions du Seuil: « Quelle université ? Quelle société ? » 1968, pp. 15-16.

était riche, donc éduqué; maintenant on est éduqué, donc puissant ⁵. » Analyse suivie de cette prophétie : « La politique est entrée à l'Université et n'en sortira plus jamais. Plus l'Université sera moderne et scientifique, plus elle sera engagée, politique et idéologique. Plus les jeunes étudieront, plus ils contesteront, critiqueront, accuseront. L'Université engendrera la création et la contestation permanente. Le ferment révolutionnaire ne fera que se développer. Le mouvement de Nanterre n'a été qu'un début. Personnellement, je pense que les difficultés des professeurs ne font que commencer... mais si la politique devait sortir de l'Université, alors j'en sortirais aussi ⁶. »

Assurément, tout ce qui précède ne peut que nous rappeler l'idée de Clark Kerr : celle de *multiversité*.

Je reviens à la tâche, je ne prétends aucunement que vous deviez accepter ce qui précède — perspective pour plusieurs peu réjouissante — que vous deviez abdiquer devant des opinions que vous ne partagez pas (je n'affirme point non plus que ce soit la mienne). Ce que je dis c'est ceci : *assumez votre leadership*. D'accord, l'Université est vouée pour une bonne part à la recherche, à la science, mais elle a aussi entre ses mains des milliers de jeunes à former. Je ne peux accepter l'idée que les professeurs n'ont point à compter avec les étudiants, qu'ils n'en ont pas besoin. Leur esprit scientifique, les professeurs doivent — du moins bon nombre d'entre eux — l'appliquer à repenser l'Université dans la société d'aujourd'hui : c'est une priorité. Car qu'ils le veuillent ou non, « l'Université nouvelle ne pourra se faire ni contre les étudiants, ni même sans eux. Elle ne pourra être construite qu'avec eux. » Ils doivent faire connaître *leur* conception de l'Université ou de leur faculté et département, les buts poursuivis, les problèmes majeurs qui la confrontent, etc. ... A partir de cette réflexion, qui sera leur, de cette prise de position, le dialogue sera amorcé avec les étudiants, le climat de confiance rétabli. Ces derniers ne pourront plus prétendre que les professeurs « sont insécures face aux nouvelles initiatives; [car] critiquer le système actuel, c'est critiquer leur statut. Volontairement ou non, les maîtres constituent un pôle de résistance au changement ⁷. »

My dear colleagues, in case you may enjoy too much my peculiar French, I am now ready to end with a few words in English. You may

⁵ Edition Spéciale: « Ce n'est qu'un début » — Philippe Labro et l'Equipe d'Édition Spéciale, 1968, p. 46.

⁶ Edition Spéciale: « Ce n'est qu'un début »..., p. 47.

⁷ « Le pouvoir étudiant », document de la Jeunesse étudiante catholique, Montréal 1968.

prefer to assume that I only wanted^d to provoke you, but that would be unfair to me. I am truly wondering how conscious professors are of the depth of the present malaise and I sincerely hope that they are ready to re-assess their own role within the University. Should I say that I am even more confident after I heard the speech delivered by your president last week at the annual meeting of the A.U.C.C. In fact, I am ready to trade a copy of our outline for a copy of his own thoughts...

Please be assured that this Commission definitely needs your collaboration, for my own guess is that our Report will be but the first step in a long process of evolution and re-examination. Even for those of you who would find my few words too alarming, not to say meaningless, I insist that I not be considered as a fellow who likes to walk into an Antiques shop and yell « What's new ! » Unless a University professor has sometimes in this multiversity also to be considered as a clown !

RENÉ HURTUBISE

TRAITEMENTS DE L'EXERCICE 1968-1969

Ce rapport fournit une indication sommaire des traitements de l'exercice 1968-1969 par rapport à la période précédente. Les données sont recueillies auprès des universités lors de l'enquête d'automne du Bureau fédéral de la statistique¹. Nous présentons en appendice trois séries de tableaux statistiques : les traitements moyens selon la province, la région et le rang; les traitements moyens selon l'institution et le rang; selon le rang, niveau des traitements au Canada et aux États-Unis.

A. AUGMENTATION DES TRAITEMENTS SELON LE RANG, LA RÉGION ET LA PROVINCE

La moyenne générale des traitements au Canada (tableau 1) atteint \$11 330 en 1966-1967, \$12 273 en 1967-1968 et en 1968-1969, \$13 248. De 1967-1968 à 1968-1969 par rapport à 1966-1967 et 1967-1968, on observe un ralentissement général dans l'augmentation procentuelle des traitements: 7.9 pour cent par rapport à 8.3 pour cent. Cette tendance se répète à tous les rangs sauf à celui de chargé d'enseignement.

	<i>augmentation du traitement moyen entre 1966-1967 et 1967-1968</i>	<i>augmentation du traitement moyen entre 1967-1968 et 1968-1969</i>
	<i>%</i>	<i>%</i>
titulaire	9.1	6.8
agrégé	8.3	6.4
adjoint	7.8	6.4
chargé d'enseignement	6.7	7.1
TOTAL	8.3	7.9²

Seules la région de l'Est (7.7 pour cent par rapport à 7.3 pour cent) et les provinces de Nouvelle-Écosse (8.2 pour cent et 5.5 pour cent) et de Colombie-Britannique (9.2 pour cent et 7.9 pour cent) inscrivent une

1 Nous tenons à remercier de leur travail et de leur excellente collaboration MM. Pierre Boulet et Pierre Maynard de la section de l'enseignement supérieur du Bureau fédéral de la statistique.

2 Il semble étonnant que la hausse générale des traitements soit plus élevée que l'augmentation selon le rang. Cette observation pourrait être un indice de promotion ou de politique d'engagement de nouveaux professeurs. Le niveau de rémunération d'un nombre relativement plus grand de professeurs promus à un rang supérieur n'influe pas sur la hausse générale des traitements à ce rang dans une proportion aussi grande que l'augmentation réelle des traitements dont ils bénéficient, etc.

En ce qui a trait à la politique d'engagement, voici un exemple : un jeune professeur est engagé au rang d'adjoint et il reçoit le traitement minimal de ce rang plutôt que d'être nommé au rang de chargé d'enseignement et de retirer le traitement maximal de ce rang, etc.

plus forte hausse procentuelle des traitements entre 1967-1968 et 1968-1969 qu'entre 1966-1967 et 1967-1968.

Les tableaux 1-a, b, c, d indiquent au niveau de la province et de la région, l'augmentation du traitement selon le rang durant cette période de trois ans.

Le niveau des traitements de certaines provinces, en particulier de l'Atlantique demeure en-dessous de la moyenne du pays. La seule observation de l'augmentation en chiffre absolu ou en pourcentage ne permet pas de saisir dans quelle mesure une augmentation permet, soit d'uniquement maintenir un même écart par rapport au niveau des traitements de l'ensemble des universités, soit de niveler cet écart et de rapprocher de la moyenne du pays, le niveau des traitements de cette province, etc. Pour observer le jeu réel des augmentations, nous avons préparé le graphique I qui présente la situation des traitements des provinces en fonction du niveau de l'ensemble du Canada entre 1964-1965 et 1968-1969. Sur ce schéma, la moyenne annuelle pondérée du Canada sert d'étalon de comparaison des provinces au cours de la période. La valeur de la moyenne pondérée des traitements de chacune des provinces (qui se déplace selon l'importance des hausses annuelles) se représente sur le graphique en fonction d'une mesure fixe : Canada — 100%.

Illustrons d'une lecture sur le graphique : par exemple au Manitoba, au rang de titulaire (courbe 7), en 1965-1966 l'augmentation des traitements est telle que cette hausse, en plus d'influer sur l'accroissement général des traitements des titulaires au Canada, permet à cette province de rattraper un écart considérable. En 1964-1965, le niveau des traitements des titulaires n'est que de 83.0 pour cent de celui de l'ensemble du Canada; l'année suivante, il se situe à 99.2 pour cent. Dans les faits, une hausse moyenne de \$2 993, soit un accroissement de 25.3 pour cent entre 1964-1965 et 1965-1966 rend possible la disparition de cet écart.

Le niveau des traitements des provinces de l'Atlantique demeure inférieur à la moyenne du Canada. Tout en se situant très bas, une tendance à la hausse se dessine en direction de la moyenne canadienne en Nouvelle-Écosse (3) et à l'Île-du-Prince-Édouard (2). L'écart s'accroît au Nouveau-Brunswick (4) sauf au rang de chargé d'enseignement.

Au Québec (5), la moyenne générale se maintient assez voisine de celle du Canada mais une tendance au ralentissement dans l'augmentation des traitements s'observe surtout chez les titulaires où la moyenne de 1968-1969 est inférieure à celle du Canada.

En Ontario (6), la situation, relative à l'ensemble du Canada, est à la hausse pour l'ensemble des professeurs de la province. Le déplacement du niveau de rémunération apparaît sensiblement uniforme à chacun des rangs.

Depuis l'effort de rattrapage de 1965-1966, susmentionné, le Manitoba (7) suit globalement l'accroissement général des traitements des universités. La moyenne demeure toutefois inférieure à celle du Canada et l'écart a tendance à s'accroître surtout au rang d'agrégé.

Au début de cette période de cinq ans, les professeurs de la Saskatchewan (8) reçoivent les traitements les plus élevés au Canada. 1965-1966 marque le début d'un abaissement accéléré à tous les rangs. La moyenne générale égale à 107.3 pour cent de celle du Canada en 1965-1966 n'atteint que 96.0 pour cent en 1968-1969. Cette perte se fait davantage sentir au rang de chargé d'enseignement qui passe de 125.2 pour cent à 104.0 pour cent du début à la fin de la période.

Le niveau général de la moyenne des traitements en Alberta (9) demeure stable entre 107 et 109 pour cent. Au rang de chargé d'enseignement, la moyenne se situe en-dessous de celle du Canada; il faut néanmoins noter que moins de 5 pour cent des professeurs d'Alberta occupent ce rang comparativement à environ 13 à 16 pour cent dans l'ensemble du Canada.

En 1965-1966, la moyenne des traitements des professeurs de la Colombie-Britannique (10) dépasse la moyenne du Canada. Depuis, la tendance consiste à ne pas suivre tout à fait d'autant la hausse générale des traitements quel que soit le rang, sauf à celui de chargé d'enseignement.

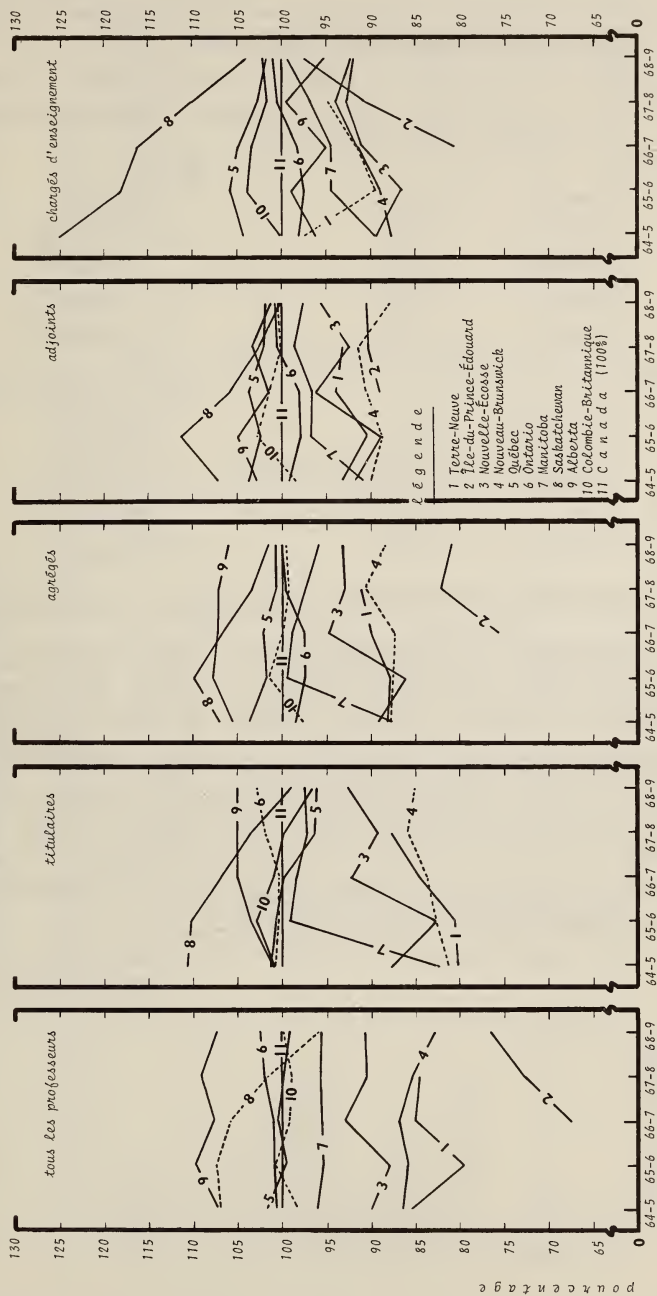
B. AUGMENTATION DES TRAITEMENTS MOYENS SELON L'INSTITUTION ET LE RANG

L'écart de la moyenne générale des traitements selon l'institution (tableau 2) se situe entre \$9 115 (Mount St. Vincent) et \$14 693 (Toronto). Quatre institutions déclarent une moyenne générale supérieure à \$14 000 : Toronto (\$14 693), Queen's (\$14 616), Alberta (\$14 538) et McMaster (\$14 163). Treize institutions rapportent une moyenne générale des traitements entre \$13 000 et \$13 999, neuf entre \$12 000 et \$12 999, onze entre \$11 000 et \$11 999, trois entre \$10 000 et \$10 999 et deux entre \$9 000 et \$9 999.

SELON LA PROVINCE ET LE RANG, TRAITEMENT MOYEN EXPRIIMÉ COMME POURCENTAGE DE LA MOYENNE DES TRAITEMENTS DE L'ENSEMBLE DU CANADA À CE RANG
de 1964-1965 à 1968-1969

i. e. Le quotient de :
selon le rang, traitement moyen de la province
selon le rang, traitement moyen de l'ensemble du Canada

CANADA - 100%



Les tableaux 2-a, b, c, d, e, f portent sur la moyenne des traitements des institutions (classification en ordre décroissant) selon le rang et l'augmentation annuelle entre 1966-1967 et 1967-1968, et 1967-1968 et 1968-1969. Au cours du présent exercice, on note les plus fortes moyennes de rémunération selon le rang aux institutions suivantes :

<i>titulaire</i>		<i>agrégé</i>	
Toronto	\$21 024	Alberta	\$15 338
Alberta	20 201	Lethbridge	14 756
Sherbrooke	20 040	Toronto	14 751
Western	19 711	Calgary	14 653
Queen's	19 687	Sherbrooke	14 631
<i>adjoint</i>		<i>chargé d'enseignement</i>	
Sherbrooke	\$12 015	Queen's	\$ 9 778
Toronto	11 815	Windsor	9 713
R. M. C.	11 770	R. M. C.	9 629
Laval	11 699	McMaster	9 366
Windsor	11 684	Western	9 346

C. TRAITEMENTS MOYENS AU CANADA ET AUX ÉTATS-UNIS

Le tableau 3 n'est inclus qu'à titre d'information. Les données sont assez peu comparables d'un pays à l'autre. Les traitements du Canada sont inscrits en dollars canadiens et varie, la période durant laquelle s'applique cette rémunération. Les chiffres des États-Unis, relevés dans l'*A.A.U.P. Bulletin* portent sur un certain nombre d'institutions américaines d'un autre genre que les universités du Canada; les traitements sont indiqués en dollars américains et correspondent à une rémunération au cours d'une période de neuf mois tout en incluant le coût des avantages sociaux.

MIREILLE LAPOINTE
chargé de recherches

TRAITEMENT MOYEN* DE TOUS LES PROFESSEURS SELON LA PROVINCE ET LA RÉGION,
1966-1967, 1967-1968, 1968-1969

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE
1966-1967 et 1967-1968 comparée à l'augmentation du traitement moyen entre 1967-1968 et 1968-1969

province région	traitement 1966-1967		moyen 1968-1969		augmentation du traitement moyen entre 1966-1967 et 1967-1968		augmentation du traitement moyen entre 1967-1968 et 1968-1969	
	\$	\$	\$	\$	\$	%	\$	%
Terre-Neuve	9 638	10 392	-	-	754	7.8	-	-
Île-du-P.-Édouard	7 660	8 930	10 139	10 139	1 270	16.6	1 209	13.5
Nouvelle-Écosse	10 532	11 107	12 020	12 020	575	5.5	913	8.2
Nouveau-Brunswick	9 826	10 493	10 974	10 974	667	6.8	481	4.6
Québec	11 376	12 289 ¹	13 142	13 142	913	8.0	853	6.9
Ontario	11 433	12 508	13 576	13 576	1 075	9.4	1 068	8.5
Manitoba	10 825	11 736	12 647	12 647	911	8.4	911	7.8
Saskatchewan	11 971	12 469	12 724	12 724	498	4.2	255	2.0
Alberta	12 195	13 392	14 198	14 198	1 197	9.8	806	6.0
Col.-Britannique	11 252	12 145	13 265	13 265	893	7.9	1 120	9.2
Est	9 976	10 703	11 532	11 532	727	7.3	829	7.7
Québec	11 376	12 289 ¹	13 142	13 142	913	8.0	853	6.9
Ontario	11 433	12 508	13 576	13 576	1 075	9.4	1 068	8.5
Ouest	11 548	12 470	13 338	13 338	922	8.0	868	7.0
CANADA	11 330	12 273	13 248	13 248	943	8.3	975	7.9

* moyenne pondérée

¹ excluant l'Université de Montréal² excluant Memorial, Montréal, Nova Scotia Tech., Prince of Wales, St. John's, St. Paul's, Simon Fraser

TRAITEMENT MOYEN² de tous les PROFESSEURS TITULAIRES SELON LA PROVINCE ET LA RÉGION,
1966-1967, 1967-1968, 1968-1969

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE
1966-1967 et 1967-1968 COMPAREE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

province région	t r a i t e m e n t 1966-1967 1967-1968 1968-1969			augmentation du trai- tement moyen entre 1966-1967 et 1967-1968		augmentation du trai- tement moyen entre 1967-1968 et 1968-1969	
	\$	\$	\$	\$	%	\$	%
Terre-Neuve	13 825	15 660	-	1 835	13.3	-	-
Île-du-P. Édouard	-	-	-	-	-	-	-
Nouvelle-Écosse	15 046	15 922	17 602	876	5.8	1 680	10.6
Nouveau-Brunswick	13 684	15 277	16 192	1 593	11.6	915	6.0
Québec	16 306	17 168 ¹	18 291	862	5.3	1 123	6.5
Ontario	16 329	18 154	19 556	1 825	11.2	1 402	7.7
Manitoba	16 067	17 296	18 508	1 229	7.6	1 212	7.0
Saskatchewan	17 427	18 413	18 840	986	5.7	427	2.3
Alberta	17 117	18 672	19 947	1 555	9.1	1 275	6.8
Col.-Britannique	16 477	17 775	18 352	1 298	7.9	577	3.2
Est	14 328	15 699	17 080	1 371	9.6	1 381	8.8
Québec	16 306	17 168 ¹	18 291	862	5.3	1 123	6.5
Ontario	16 329	18 154	19 556	1 825	11.2	1 402	7.7
Ouest	16 739	18 052	18 940.	1 313	7.8	888	4.9
CANADA	16 304	17 786	18 999	1 482	9.1	1 213	6.8

* moyenne pondérée

¹ excluant l'Université de Montréal

² excluant Memorial, Montréal, Nova Scotia Tech., Prince of Wales, St. John's, St. Paul's, Simon Fraser

TRAITEMENT MOYEN* DU PROFESSEUR AGRÉGÉ SELON LA PROVINCE ET LA RÉGION,
1966-1967, 1967-1968, 1968-1969

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE
1966-1967 et 1967-1968 comparée à l'augmentation du traitement moyen entre 1967-1968 et 1968-1969

province région	traite- ment 1966-1967		moyen 1967-1968		moyen 1968-1969		augmentation du trai- tement moyen entre 1966-1967 et 1967-1968		augmentation du trai- tement moyen entre 1967-1968 et 1968-1969	
	\$	\$	\$	\$	\$	\$	\$	\$	\$	%
Terre-Neuve	11 160	12 226				1 066	9.6			
Île-du-P.-Édouard	9 329	11 022			11 545	1 693	18.1		523	4.7
Nouvelle-Écosse	11 727	12 468			13 279	741	6.3		811	6.5
Nouveau-Brunswick	10 832	12 149			12 622	1 317	12.2		473	3.9
Québec	12 624	13 468 ¹			14 331	844	6.7		863	6.4
Ontario	12 070	13 350			14 235	1 280	10.6		885	6.6
Manitoba	12 238	13 037			13 661	799	6.5		624	4.8
Saskatchewan	13 202	13 862			14 454	660	5.0		592	4.3
Alberta	13 239	13 334			15 105	1 095	8.3		771	5.4
Col.-Britannique	12 345	13 317			14 199	972	7.9		882	6.6
Est	11 248	12 271			12 966	1 023	9.1		695	5.7
Québec	12 624	13 468 ¹			14 331	844	6.7		863	6.4
Ontario	12 070	13 350			14 235	1 280	10.6		885	6.6
Ouest	12 781	13 718			14 480	937	7.3		762	5.6
CANADA	12 362	13 390			14 248	1 028	8.3		858	6.4

*: moyenne pondérée

1 excluant l'Université de Montréal

2 excluant Memorial, Montréal, Nova Scotia Tech., Prince of Wales, St. John's, St. Paul's, Simon Fraser

TRAITEMENT MOYEN² DU PROFESSEUR ADJOINT SELON LA PROVINCE ET LA RÉGION,
1966-1967, 1967-1968, 1968-1969

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE
1966-1967 et 1967-1968 comparée à l'augmentation du traitement moyen entre 1967-1968 et 1968-1969

province région	t r a i t e m e n t m o y e n 1966-1967 1967-1968 1968-1969		a u g m e n t a t i o n d u t r a i - t e m e n t m o y e n e n t r e 1966-1967 et 1967-1968		a u g m e n t a t i o n d u t r a i - t e m e n t m o y e n e n t r e 1967-1968 et 1968-1969	
	\$	\$	\$	%	\$	%
Terre-Neuve	9 142	9 784	642	7.0	-	-
Île-du-P.-Édouard	8 666	9 472	806	9.3	646	6.8
Nouvelle-Écosse	9 358	9 722	364	3.9	980	10.1
Nouveau-Brunswick	8 815	9 592	777	8.8	229	2.4
Québec	10 088	10 720 ¹	632	6.3	665	6.2
Ontario	9 547	10 533	986	10.3	729	6.9
Manitoba	9 425	10 360	935	9.9	573	5.5
Saskatchewan	10 282	10 772	490	4.8	443	4.1
Alberta	9 864	10 830	966	9.8	466	4.3
Col.-Britannique	9 880	10 505	625	6.3	697	6.6
Est	9 116	9 687	571	6.3	643	6.6
Québec	10 088	10 721	632	6.3	665	6.2
Ontario	9 547	10 533	986	10.3	729	6.9
Ouest	9 858	10 612	754	7.6	570	5.4
CANADA	9 732	10 495	763	7.8	675	6.4

² moyenne pondérée¹ excluant l'Université de Montréal² excluant Memorial, Montréal, Nova Scotia Tech., Prince of Wales, St. John's, St. Paul's, Simon Fraser

TRAITEMENT MOYEN*: DU CHARGÉ D'ENSEIGNEMENT SELON LA PROVINCE ET LA RÉGION,
1966-1967, 1967-1968, 1968-1969

et

SELON LA PROVINCE ET LA RÉGION, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE
1966-1967 et 1967-1968 COMPAREE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

province région	traitement 1966-1967 1967-1968 1968-1969			augmentation du traitement moyen entre 1966-1967 et 1967-1968		augmentation du traitement moyen entre 1967-1968 et 1968-1969	
	\$	\$	\$	\$	%	\$	%
Terre-Neuve	7 166	7 913	-	747	10.4	-	-
Île-du-P.-Édouard	6 323	7 552	8 706	1 229	19.4	1 154	15.3
Nouvelle-Écosse	7 120	7 741	8 222	621	8.7	481	6.2
Nouveau-Brunswick	7 161	7 850	8 250	689	9.6	400	5.1
Québec	8 207	8 578 ¹	9 095	371	4.5	517	6.0
Ontario	7 689	8 397	9 041	708	9.2	644	7.7
Manitoba	7 393	8 087	8 889	694	9.4	802	9.9
Saskatchewan	9 097	9 203	9 297	106	1.2	94	1.0
Alberta	7 426	8 320	8 501	894	12.0	181	2.2
Col.-Britannique	8 086	8 499	9 128	413	5.1	629	7.4
Est	7 089	7 801	8 248	712	10.0	447	5.7
Québec	8 207	8 578 ¹	9 095	371	4.5	517	6.0
Ontario	7 689	8 397	9 041	708	9.2	644	7.7
Ouest	7 919	8 439	8 956	520	6.6	517	6.1
CANADA	7 820	8 347	8 942	527	6.7	595	7.1

*: moyenne pondérée

1 excluant l'Université de Montréal

2 excluant Memorial, Montréal, Nova Scotia Tech., Prince of Wales, St. John's, St. Paul's, Simon Fraser

TRAITEMENT MOYEN DE TOUS LES PROFESSEURS SELON L'UNIVERSITÉ,
1966-1967, 1967-1968, 1968-1969

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE 1966-1967 et
1967-1968 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

université	traitement moyen			augmentation du traitement moyen entre		augmentation du traitement moyen entre	
	1966-1967	1967-1968	1968-1969	1966-1967 et 1967-1968		1967-1968 et 1968-1969	
	\$'000	\$'000	\$	\$	%	\$	%
Toronto	12.7	13.9	14 693	1 262	10.0	759	5.4
Queen's	12.2	13.7	14 616	1 476	12.1	952	7.0
Alberta	12.5	13.7	14 538	1 251	10.0	790	5.7
McMaster	11.8	13.1	14 163	1 276	10.8	1 106	8.5
McGill	11.7	12.9	13 832	1 166	10.0	964	7.5
Western	11.3	12.9	13 796	1 574	13.9	933	7.3
Calgary	11.4	12.7	13 750	1 397	12.3	1 001	7.9
R. M. C.	11.8	12.5	13 607	657	5.6	1 119	9.0
U. B. C.	11.8	12.6	13 595	857	7.3	959	7.6
Waterloo	10.7	12.0	13 552	1 293	12.1	1 545	12.9
Trinity College	-	-	13 418	-	-	-	-
Windsor	11.1	12.2	13 415	1 041	9.4	1 244	10.2
Sherbrooke	11.0*	12.1	13 181	1 095	9.9	1 048	8.6
Laval	11.9	12.5	13 172	646	5.4	668	5.3
Guelph	11.2	11.7	13 127	566	5.1	1 404	12.0
Dalhousie	11.1	12.0	13 098	949	8.6	1 061	8.8
Manitoba	11.3	12.2	13 050	908	8.1	892	7.3
Victoria (Ont.)	-	-	12 893	-	-	-	-
Lethbridge	-	12.0	12 794	-	-	802	6.7
Saskatchewan	12.0	12.5	12 724	498	4.2	255	2.0
Carleton	10.7	11.4	12 711	698	6.5	1 265	11.1
Trent	10.3	11.4	12 630	1 108	10.7	1 209	10.6
York	10.3	11.4	12 516	1 051	10.2	1 132	9.9
Ottawa	10.5	11.7	12 468	1 271	12.2	742	6.3
Acadia	-	11.2	12 088	-	-	882	7.9
Sir G. Williams	10.1	11.1	12 077	928	9.1	1 001	9.0
Brock	9.7	10.6	11 997	826	8.5	1 439	13.6
Bishop's	10.0	11.5	11 973	1 528	15.3	439	3.8
Victoria (C.-B.)	10.2	11.2	11 875	979	9.6	717	6.4
Brandon	10.1	10.9	11 751	790	7.8	870	8.0
Lakehead	9.5	10.4	11 638	882	9.3	1 272	12.3
Laurentienne	9.1	10.0	11 506	814	8.9	1 544	15.5
Waterloo Luth.	9.2	10.3	11 497	1 066	11.6	1 228	12.0
U. N. B.	10.2	10.9	11 369	772	7.6	434	4.0
St. Francis X.	9.6	10.0	11 314	415	4.3	1 303	13.0
Loyola	9.5	10.3	11 085	816	8.6	784	7.6
Mt. Allison	9.6	10.4	11 001	828	8.6	558	5.3
St. Mary's	9.6	9.9	10 692	319	3.3	755	7.6
Winnipeg	9.2	9.9	10 251	734	8.0	340	3.4
St. Dunstan's	9.2	9.3	10 139	107	1.2	847	9.1
Moncton	8.5	9.1	9 899	670	7.9	775	8.5
Mt. St. Vincent	-	8.0	9 115	-	-	1 079	13.4

* rapport C. Geoffrion et L. Valiquette, Étude des traitements des universités du Québec, mars 1967

tableau 2-a

TRAITEMENT MOYEN DU PROFESSEUR TITULAIRE (directeur d'un département) SELON L'UNIVERSITÉ,
1966-1967, 1967-1968, 1968-1969

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE 1966-1967 et
1967-1968 COMPAREE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

université	t r a i t e m e n t m o y e n			a u g m e n t a t i o n d u t r a i - t e m e n t m o y e n e n t r e		a u g m e n t a t i o n d u t r a i - t e m e n t m o y e n e n t r e	
	1966-1967	1967-1968	1968-1969	1966-1967 et 1967-1968		1967-1968 et 1968-1969	
	\$'000	\$'000	\$	\$	%	\$	%
Toronto	20.6	23.2	24 159	2 542	12.3	997	4.3
Alberta	18.4	20.1	22 178	1 669	9.1	2 103	10.5
Queen's	18.2	20.9	21 920	2 745	15.1	1 011	4.8
Sherbrooke	-	20.5	21 527	-	-	1 002	4.9
Western	17.0	19.9	21 508	2 836	16.6	1 636	8.2
U. B. C.	18.2	19.6	21 392	1 396	7.7	1 825	9.3
Waterloo	16.8	18.7	21 165	1 969	11.7	2 420	12.9
R. M. C.	16.6	18.8	21 071	2 200	13.3	2 321	12.4
McGill	17.6	19.4	20 369	1 770	10.1	995	5.1
Guelph	16.3	17.7	20 278	1 401	8.6	2 563	14.5
Manitoba	17.1	18.6	19 883	1 472	8.6	1 303	7.0
York	16.7	18.6	19 876	1 866	11.1	1 265	6.8
McMaster	17.8	18.5	19 821	711	4.0	1 355	7.3
Calgary	17.4	19.2	19 772	1 889	10.9	523	2.7
Saskatchewan	18.8	19.9	19 696	1 078	5.7	- 179	- 0.9
Victoria (C.-B.)	16.4	18.8	19 500	2 333	14.2	742	4.0
Ottawa	15.5	17.9	19 241	2 369	15.2	1 335	7.5
Victoria (Ont.)	-	-	19 093	-	-	-	-
Dalhousie	-	-	19 086	-	-	-	-
Trent	-	16.5	18 992	-	-	2 498	15.1
Lethbridge	-	-	18 600	-	-	-	-
Waterloo Luth.	14.3	16.3	18 500	1 960	13.7	2 230	13.7
Loyola	16.9	18.1	18 470	1 140	6.7	402	2.2
Trinity College	-	-	18 329	-	-	-	-
Carleton	-	-	18 153	-	-	-	-
Laval	-	16.3	17 924	-	-	1 622	9.9
Sir G. Williams	15.3	16.4	17 865	1 039	6.8	1 490	9.1
Windsor	15.2	16.5	17 795	1 307	8.6	1 317	8.0
U. N. B.	14.8	16.8	17 663	1 916	12.9	903	5.4
Brock	14.7	16.1	17 629	1 421	9.7	1 541	9.6
Laurentienne	-	-	17 554	-	-	-	-
Lakehead	-	15.5	17 289	-	-	1 775	11.4
Bishop's	-	-	16 909	-	-	-	-
Winnipeg	-	-	16 814	-	-	-	-
Mt. St. Vincent	-	13.0	16 667	-	-	3 667	28.2
St. Francis X.	-	-	16 488	-	-	-	-
Acadia	-	14.6	16 485	-	-	1 927	13.2
Brandon	13.7	14.9	16 283	1 238	9.0	1 345	9.0
Moncton	-	14.0	15 500	-	-	1 500	10.7
Mt. Allison	12.9	14.2	15 213	1 325	10.3	975	6.8

TRAITEMENT MOYEN DU PROFESSEUR TITULAIRE (non directeur d'un département) SELON L'UNIVERSITÉ,
1966-1967, 1967-1968, 1968-1969

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE 1966-1967 et
1967-1968 COMPAREE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

université	traitement moyen			augmentation du traitement moyen entre		augmentation du traitement moyen entre	
	1966-1967	1967-1968	1968-1969	1966-1967 et 1967-1968		1967-1968 et 1968-1969	
	\$'000	\$'000	\$	\$	%	\$	%
Toronto	16.8	18.9	20 322	2 126	12.6	1 381	7.3
Alberta	16.3	18.1	19 293	1 748	10.7	1 221	6.8
McMaster	16.1	17.8	19 203	1 699	10.6	1 405	7.9
Lethbridge	-	17.1	19 050	-	-	1 962	11.5
Western	15.0	17.5	19 031	2 480	16.5	1 538	8.8
Calgary	16.8	17.3	18 847	485	2.9	1 558	9.0
York	14.6	17.3	18 829	2 660	18.2	1 538	8.9
Waterloo	15.1	17.2	18 718	2 068	13.7	1 521	8.8
McGill	15.8	17.4	18 635	1 623	10.6	1 200	6.9
Queen's	16.0	17.8	18 618	1 790	11.2	844	4.7
Victoria (Ont.)	-	-	18 541	-	-	-	-
Saskatchewan	16.4	17.4	18 269	1 048	6.4	856	4.9
Guelph	14.8	15.9	18 055	1 091	7.4	2 166	13.6
Loyola	16.0	16.8	17 888	819	5.1	1 105	6.6
Sherbrooke	-	17.1	17 866	-	-	751	4.4
Manitoba	15.6	16.6	17 785	1 074	6.9	1 151	6.9
R. M. C.	15.2	16.4	17 768	1 254	8.3	1 322	8.0
Carleton	-	-	17 750	-	-	-	-
Dalhousie	-	-	17 695	-	-	-	-
Trent	-	15.7	17 617	-	-	1 868	11.9
U. B. C.	15.9	17.2	17 457	1 338	8.4	241	1.4
Windsor	14.7	15.8	17 383	1 117	7.6	1 570	9.9
Victoria (C.-B.)	15.2	16.0	17 211	843	5.6	1 211	7.6
Waterloo Luth.	-	15.5	17 128	-	-	1 590	10.2
Ottawa	13.8	15.9	17 084	2 048	14.8	1 208	7.6
Brock	14.2	16.4	17 000	2 266	16.0	567	3.5
Laval	-	16.1	16 960	-	-	881	5.5
Lakehead	-	15.5	16 800	-	-	1 300	8.4
St. Francis X.	-	15.4	16 600	-	-	1 223	8.0
Trinity College	-	-	16 486	-	-	-	-
Sir G. Williams	14.8	15.3	16 477	514	3.5	1 163	7.6
U. N. B.	13.9	15.6	16 320	1 615	11.6	761	4.9
Acadia	-	14.5	16 300	-	-	1 800	12.4
Winnipeg	-	-	16 000	-	-	-	-
Bishop's	-	-	15 825	-	-	-	-
Brandon	-	14.5	15 700	-	-	1 202	8.3
Moncton	-	14.0	14 986	-	-	986	7.0
Mt. Allison	12.6	13.8	14 820	1 215	9.7	1 045	7.6

TRAITEMENT MOYEN de tous les PROFESSEURS TITULAIRES SELON L'UNIVERSITÉ,
1966-1967, 1967-1968, 1968-1969

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE 1966-1967 et
1967-1968 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

université	traitement moyen			augmentation du traitement moyen entre		augmentation du traitement moyen entre	
	1966-1967	1967-1968	1968-1969	1966-1967 et 1967-1968		1967-1968 et 1968-1969	
	\$'000	\$'000	\$	\$	%	\$	%
Toronto	17.6	19.8	21 024	2 206	12.5	1 224	6.2
Alberta	17.1	18.8	20 201	1 727	10.1	1 360	7.2
Sherbrooke	19.6*	19.2	20 040	- 407	- 2.1	827	4.3
Western	15.7	18.2	19 711	2 572	16.4	1 468	8.0
Queen's	16.8	18.9	19 687	2 117	12.6	747	3.9
York	15.6	17.7	19 413	2 141	13.7	1 672	9.4
McMaster	16.5	17.9	19 375	1 433	8.7	1 434	8.0
Waterloo	15.6	17.6	19 286	1 984	12.7	1 721	9.8
Calgary	17.1	18.1	19 235	979	5.7	1 118	6.2
McGill	16.4	18.0	19 182	1 591	9.7	1 143	6.3
R. M. C.	15.6	17.1	18 869	1 484	9.5	1 816	10.6
Guelph	15.5	16.6	18 865	1 113	7.2	2 291	13.8
Saskatchewan	17.4	18.4	18 840	986	5.7	427	2.3
Manitoba	16.3	17.6	18 786	1 281	7.8	1 179	6.7
Lethbridge	-	17.1	18 739	-	-	1 651	9.7
Victoria (Ont.)	-	-	18 668	-	-	-	-
Trent	14.7	16.3	18 533	1 620	11.0	2 188	13.4
U. B. C.	16.5	17.8	18 385	1 309	7.9	554	3.1
Dalhousie	15.1	16.6	18 176	1 467	9.7	1 564	9.4
Ottawa	14.8	17.1	18 121	2 315	15.7	1 056	6.2
Loyola	16.5	17.2	18 112	721	4.4	901	5.2
Victoria (C.-B.)	16.0	17.2	18 080	1 268	7.9	854	5.0
Carleton	14.9	16.4	17 856	1 561	10.5	1 423	8.7
Windsor	14.9	16.1	17 548	1 184	7.9	1 440	8.9
Waterloo Luth.	14.3	15.9	17 546	1 634	11.4	1 602	10.0
Laurentienne	14.1	15.4	17 517	1 367	9.7	2 100	13.6
Brock	14.5	16.2	17 488	1 682	11.6	1 306	8.1
Trinity College	-	-	17 408	-	-	-	-
Sir G. Williams	15.2	16.0	17 263	791	5.2	1 279	8.0
Laval	15.4	16.2	17 242	715	4.6	1 089	6.7
Lakehead	14.2	15.5	17 138	1 311	9.2	1 627	10.5
U. N. B.	14.3	16.0	16 900	1 767	12.4	854	5.3
Bishop's	14.5	16.0	16 742	1 444	9.9	754	4.7
Winnipeg	15.0	15.9	16 712	850	5.7	862	5.4
Mt. St. Vincent	-	13.0	16 667	-	-	3 667	28.2
St. Francis X.	15.0	15.4	16 536	354	2.4	1 159	7.5
Acadia	-	14.5	16 420	-	-	1 889	13.0
Brandon	13.7	14.9	16 089	1 150	8.4	1 239	8.3
St. Mary's	-	-	15 333	-	-	-	-
Mt. Allison	12.8	14.1	15 125	1 304	10.2	996	7.0
Moncton	12.0	14.0	15 100	2 000	16.7	1 100	7.9

* rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967

TRAITEMENT MOYEN DU PROFESSEUR AGRÉGÉ SELON L'UNIVERSITÉ,
1966-1967, 1967-1968, 1968-1969

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE 1966-1967 et
1967-1968 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

université	traitement moyen			augmentation du traitement moyen entre		augmentation du traitement moyen entre	
	1966-1967	1967-1968	1968-1969	1966-1967 et 1967-1968		1967-1968 et 1968-1969	
	\$'000	\$'000	\$	\$	%	\$	%
Alberta	13.3	14.5	15 338	1 134	8.5	870	6.0
Lethbridge	-	14.5	14 756	-	-	276	1.9
Toronto	12.5	14.0	14 751	1 571	12.6	727	5.2
Calgary	12.9	14.0	14 653	1 022	7.9	696	5.0
Sherbrooke	12.1*	13.4	14 631	1 337	11.0	1 194	8.9
McGill	12.7	13.8	14 562	1 140	9.0	766	5.6
Guelph	12.3	13.1	14 467	734	6.0	1 414	10.8
Saskatchewan	13.2.	13.9	14 454	660	5.0	592	4.3
Queen's	12.6	13.9	14 373	1 293	10.3	479	3.4
Windsor	12.5	13.3	14 368	808	6.5	1 089	8.2
Laval	12.9	13.5	14 325	670	5.2	792	5.9
U. B. C.	12.4	13.4	14 230	989	8.0	821	6.1
McMaster	12.1	13.3	14 188	1 152	9.5	936	7.1
Western	11.7	13.3	14 110	1 665	14.3	791	5.9
Victoria (C.-B.)	12.1	13.0	14 041	957	7.9	1 022	7.9
York	12.7	13.4	13 978	762	6.0	562	4.2
Ottawa	11.4	12.9	13 932	1 450	12.7	1 069	8.3
Waterloo	11.4	12.7	13 923	1 319	11.5	1 176	9.2
R. M. C.	12.3	12.9	13 856	596	4.9	1 003	7.8
Manitoba	12.4	13.3	13 789	839	6.8	527	4.0
Lakehead	11.6	12.5	13 718	886	7.6	1 197	9.6
Trent	11.8	12.9	13 693	1 129	9.6	769	6.0
Laurentienne	10.8	12.1	13 669	1 367	11.9	1 565	12.9
Sir G. Williams	11.8	12.5	13 662	643	5.4	1 173	9.4
Carleton	11.7	12.6	13 623	855	7.3	1 053	8.4
Waterloo Luth.	10.2	12.1	13 498	1 845	18.1	1 446	12.0
St. Francis X.	12.1	12.4	13 494	229	1.9	1 131	9.1
Loyola	11.7	12.5	13 476	847	7.2	941	7.5
Dalhousie	11.7	12.7	13 440	1 040	8.9	728	5.7
Brock	12.1	12.9	13 420	773	6.4	509	3.9
Trinity College	-	-	13 338	-	-	-	-
Acadia	-	11.9	13 203	-	-	1 282	10.8
Victoria (Ont.)	-	-	13 136	-	-	-	-
St. Mary's	11.7	12.5	13 060	784	6.7	564	4.5
Brandon	11.0	11.9	12 904	896	8.1	964	8.1
Bishop's	11.4	12.4	12 856	1 024	9.0	453	3.7
U. N. B.	11.0	12.3	12 756	1 281	11.6	472	3.8
Winnipeg	11.7	12.2	12 646	509	4.4	437	3.6
Mt. Allison	10.7	11.9	12 513	1 238	11.6	605	5.1
Moncton	9.7	11.8	12 041	2 079	21.5	274	2.3
St. Dunstan's	-	11.6	11 545	-	-	- 55	- 0.5
Mt. St. Vincent	-	10.0	11 417	-	-	1 417	14.2

* rapport C. Geoffrion et L. Valiquette, étude des traitements des universités du Québec, mars 1967

TRAITEMENT MOYEN DU PROFESSEUR ADJOINT SELON L'UNIVERSITÉ,
1966-1967, 1967-1968, 1968-1969

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE 1966-1967 et
1967-1968 COMPAREE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

université	traitement moyen			augmentation du traitement moyen entre		augmentation du traitement moyen entre	
	1966-1967	1967-1968	1968-1969	1966-1967 et	1967-1968	1967-1968 et	1968-1969
	\$'000	\$'000	\$	\$	%	\$	%
Sherbrooke	10.2 *	11.0	12 015	722	7.0	1 051	9.6
Toronto	10.0	11.3	11 815	1 236	12.3	531	4.7
R. M. C.	10.0	10.9	11 770	862	8.6	870	8.0
Laval	10.6	11.3	11 699	631	5.9	425	3.8
Windsor	10.0	10.7	11 684	758	7.6	962	9.0
Queen's	10.0	10.9	11 565	937	9.4	671	6.2
McMaster	9.5	10.8	11 481	1 246	13.1	715	6.6
McGill	9.5	10.7	11 479	1 224	12.9	762	7.1
Western	9.4	10.8	11 391	1 401	14.9	570	5.3
Lethbridge	-	10.8	11 364	-	-	522	4.9
York	9.5	10.3	11 298	819	8.6	969	9.4
Alberta	9.9	10.9	11 290	966	9.7	382	3.5
Calgary	9.7	10.7	11 290	970	10.0	604	5.7
U. B. C.	10.0	10.6	11 265	559	5.6	675	6.4
Guelph	9.5	10.2	11 251	695	7.3	1 100	10.8
Saskatchewan	10.3	10.8	11 215	490	4.8	443	4.1
Dalhousie	9.6	10.2	11 155	606	6.3	942	9.3
Lakehead	9.4	10.3	11 149	886	9.4	862	8.4
Manitoba	9.6	10.5	11 089	911	9.5	599	5.7
Victoria (C.-B.)	9.7	10.4	10 977	692	7.1	588	5.7
Waterloo	9.3	10.1	10 780	799	8.6	708	7.0
Sir G. Williams	9.4	10.0	10 764	532	5.6	803	8.1
Ottawa	9.0	10.1	10 744	1 030	11.4	691	6.9
Carleton	9.3	10.0	10 744	732	7.9	752	7.5
Laurentienne	8.6	9.4	10 725	777	9.0	1 334	14.2
Loyola	9.0	9.9	10 677	930	10.3	748	7.5
Brock	9.3	10.0	10 663	755	8.1	628	6.3
Brandon	9.0	9.9	10 633	926	10.3	687	6.9
St. Francis X.	8.7	9.2	10 570	436	5.0	1 397	15.2
Waterloo Luth.	8.2	9.5	10 558	1 331	16.2	1 017	10.7
Trent	9.1	9.7	10 369	622	6.8	622	6.4
Victoria (Ont.)	-	-	10 367	-	-	-	-
Acadia	-	9.4	10 335	-	-	954	10.2
Mt. Allison	9.1	9.8	10 320	755	8.3	484	4.9
Trinity College	-	-	10 320	-	-	-	-
Bishop's	8.7	9.8	10 137	1 078	12.4	373	3.8
St. Dunstan's	8.9	9.9	10 118	969	10.9	261	2.6
Winnipeg	9.0	9.9	10 115	865	9.6	222	2.2
St. Mary's	8.8	9.5	10 110	631	7.1	636	6.7
U. N. B.	8.8	9.7	9 778	891	10.1	56	0.6
Moncton	8.2	8.9	9 593	724	8.8	663	7.4
Mt. St. Vincent	-	8.6	9 185	-	-	567	6.6

* rapport C. Geoffrion et L. Valiquette, Étude des traitements des universités du Québec, mars 1967

TRAITEMENT MOYEN DU CHARGÉ D'ENSEIGNEMENT SELON L'UNIVERSITÉ,
1966-1967, 1967-1968, 1968-1969

et

SELON L'UNIVERSITÉ, AUGMENTATION ANNUELLE DU TRAITEMENT MOYEN ENTRE 1966-1967 et
1967-1968 COMPARÉE À L'AUGMENTATION DU TRAITEMENT MOYEN ENTRE 1967-1968 et 1968-1969

université	traitement moyen			augmentation du traitement moyen entre		augmentation du traitement moyen entre	
	1966-1967	1967-1968	1968-1969	1966-1967 et 1967-1968		1967-1968 et 1968-1969	
	\$'000	\$'000	\$	\$	%	\$	%
Queen's	7.8	9.0	9 778	1 191	15.2	749	8.3
Windsor	8.1	8.6	9 713	495	6.1	1 136	13.2
R. M. C.	8.3	9.1	9 629	783	9.4	502	5.5
McMaster	7.7	8.6	9 366	900	11.7	745	8.6
Western	8.0	8.9	9 346	885	11.0	412	4.6
Saskatchewan	9.1	9.2	9 297	106	1.2	94	1.0
McGill	7.6	8.5	9 266	827	10.8	802	9.5
Sherbrooke	8.1*	9.1	9 206	940	11.5	123	1.4
Toronto	8.1	8.8	9 202	635	7.8	451	5.2
U. B. C.	8.2	8.6	9 176	388	4.7	570	6.6
Dalhousie	7.4	8.4	9 162	946	12.8	811	9.7
Manitoba	7.6	8.2	9 142	630	8.3	951	11.6
Sir G. Williams	7.7	8.1	9 111	431	5.6	969	11.9
Lakehead	7.3	8.2	9 056	881	12.0	845	10.3
Victoria	8.4	8.8	9 038	402	4.8	269	3.1
York	7.8	8.7	9 020	909	11.6	306	3.5
Laval	8.7	8.9	9 007	136	1.6	127	1.4
Quelph	7.4	8.1	8 980	690	9.3	892	11.0
Victoria (Ont.)	-	-	8 814	-	-	-	-
Brock	7.5	8.1	8 780	581	7.7	683	8.4
Lethbridge	-	8.3	8 769	-	-	469	5.7
Calgary	-	8.4	8 768	-	-	350	4.2
Carleton	7.7	8.1	8 752	370	4.8	667	8.2
Laurentienne	7.2	7.7	8 746	510	7.1	1 019	13.2
Trinity College	-	-	8 744	-	-	-	-
Loyola	7.4	8.3	8 710	867	11.7	422	5.1
St. Dunstan's	-	7.6	8 706	-	-	1 117	14.7
Trent	7.3	8.3	8 650	964	13.2	380	4.6
Ottawa	7.2	8.0	8 602	798	11.1	603	7.5
U. N. B.	7.4	8.2	8 590	773	10.5	423	5.2
Bishop's	7.6	8.3	8 583	640	8.4	333	4.0
Acadia	-	7.6	8 560	-	-	985	13.0
St. Francis X.	6.9	7.2	8 495	347	5.0	1 272	17.6
Mt. Allison	7.2	7.9	8 483	680	9.5	620	7.9
St. Mary's	6.7	7.6	8 440	914	13.7	866	11.4
Waterloo Luth.	6.9	7.7	8 438	793	11.5	756	9.8
Waterloo	7.1	7.7	8 369	532	7.4	688	9.0
Alberta	7.4	8.3	8 346	853	11.5	67	0.8
Winnipeg	7.0	7.8	8 234	893	12.8	385	4.9
Brandon	7.2	7.5	8 175	279	3.9	725	9.7
Moncton	6.4	7.0	7 620	628	9.9	632	9.0
Mt. St. Vincent	-	6.6	7 108	-	-	510	7.7

* rapport C. Geoffrion et L. Valiquette, Étude des traitements des universités du Québec, mars 1967

TRAITEMENTS MOYENS SELON LE RANG: Canada et États-Unis
1964-1965, 1965-1966, 1966-1967, 1967-1968

CANADA ¹				
rang	t r a i t e m e n t m o y e n			
	1964-1965	1965-1966	1966-1967	1967-1968
	\$'000	\$'000	\$'000	\$'000
titulaire	14.2	14.9	16.3	17.8
agrégé	10.7	11.4	12.4	13.4
adjoint	8.5	9.0	9.7	10.5
chargé d'enseignement	6.9	7.3	7.8	8.3
t o t a l	10.0	10.5	11.3	12.3

ÉTATS-UNIS ²				
titulaire	13.8	14.8	15.9	17.1
agrégé	10.4	11.2	11.9	12.8
adjoint	8.6	9.2	9.8	10.5
chargé d'enseignement	6.8	7.2	7.7	8.2
t o t a l	10.2	10.9	11.7	12.5

¹ traitements en dollars canadiens versés au cours d'une période indéterminée et excluant les avantages sociaux

² traitements en dollars américains versés durant une période de neuf mois et incluant les avantages sociaux

TRAITEMENTS DU PERSONNEL LAÏC À TEMPS COMPLET DANS LES UNIVERSITÉS ET COLLÈGES DU CANADA, 1968-1969
(Ces chiffres excluent les traitements du personnel religieux rémunéré à un niveau inférieur à l'échelle)

Source: données recueillies par le Bureau fédéral de la statistique auprès des institutions

Université	titulaires		tous les titulaires		agrégés	adjoins	rang inférieur adjoins	rang inférieur au précédent	autres (y compris les professeurs invités)	moyenne générale	
	directeurs de département	autres	(1 ± 2)	(3)						doyens inclus	doyens exclus
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
<i>Acadia University</i>											
nombre	13	7	20	29	34	26	-	-	-	-	-
minimum	14 600	14 600	14 600	11 600	9 200	7 500	-	-	-	-	-
1er décile	15 575	..	15 500	11 990	9 450	8 560	-	-	-	-	-
moyenne	16 485	16 300	16 420	13 203	10 335	9 860	-	-	-	-	12 088
9e décile	19 130	..	19 000	14 255	11 175	-	-	-	-	-	-
<i>University of Alberta</i>											
nombre	65	142	207	358	363	45	8	21	-	-	-
minimum	18 000	17 500	17 500	13 000	9 500	7 000	-	-	-	-	-
1er décile	19 900	17 530	17 950	13 300	10 000	7 000	-	7 400	-	-	-
moyenne	22 178	19 293	20 201	15 358	11 290	8 346	7 684	10 513	-	-	14 538
9e décile	24 358	21 290	23 710	17 400	12 685	9 425	..	11 500	-	-	-
<i>Bishop's University</i>											
nombre	11	2	13	13	38	6	-	-	-	-	-
minimum	15 200	15 200	15 200	11 900	9 200	7 600	-	-	-	-	-
1er décile	15 240	..	15 240	11 900	9 200	-	-	-	-	-	-
moyenne	16 909	15 825	16 142	12 806	10 082	8 583	-	-	-	-	11 975
9e décile	18 130	..	18 130	14 595	11 460	..	-	-	-	-	-
<i>Brandon University</i>											
nombre	6	3	9	23	33	8	4	-	-	-	-
minimum	-	15 700	15 700	12 000	9 300	-	-	-	-	-	-
1er décile	..	..	..	12 000	9 300	-	-	-	-	-	-
moyenne	16 283	15 700	16 089	12 904	10 633	8 175	7 550	-	-	-	11 751
9e décile	..	..	..	14 340	12 070	..	..	-	-	-	-
<i>University of British Columbia</i>											
nombre	72	233	305	332	484	74	82	-	-	-	-
minimum	15 800	15 800	15 800	11 700	9 500	7 800	-	-	-	-	-
1er décile	18 000	15 730	15 730	12 100	10 000	8 100	7 000	-	-	-	-
moyenne	21 392	17 457	18 385	14 230	11 265	9 176	9 101	-	-	-	13 595
9e décile	24 180	20 600	22 100	16 180	12 700	10 520	11 980	-	-	-	-

New minimum of scale approved by the Board of Governors, Oct. 1, 1968; effective July 1, 1968

Brock University									
nombre	14	4	18	15	36	23	-	-	-
minimum	16 000	16 000	16 000	12 300	9 700	7 700	-	-	-
1er décile	16 090	..	16 000	12 300	9 880	8 000	-	-	-
moyenne	17 629	17 000	17 488	13 420	10 663	8 780	-	-	-
9e décile	18 760	..	19 060	15 000	12 000	9 940	-	-	-
University of Calgary									
nombre	26	36	62	163	198	Instruction			
minimum	-	17 500	17 500	13 000	9 500	17	-	-	1
1er décile	17 695	17 500	17 500	13 000	10 000	7 050	-	-	..
moyenne	19 772	18 847	19 235	14 653	11 290	8 768	-	-	13 750
9e décile	22 500	22 100	22 310	16 468	12 500	9 447	-	-	..
Carleton University									
nombre	15	42	57	109	173	24	-	-	-
minimum	-	16 000	16 000	12 000	9 500	-	-	-	-
1er décile	16 350	16 000	16 000	12 000	9 500	6 720	-	-	-
moyenne	18 153	17 750	17 856	13 623	10 744	8 752	-	-	12 711
9e décile	20 250	19 440	19 650	15 310	12 000	9 840	-	-	-
Dalhousie University									
nombre	29	55	84	85	165	45	-	-	5
minimum	-	14 000	14 000	11 500	9 000	-	-	-	-
1er décile	15 900	15 000	15 500	11 500	9 125	7 100	-	-	..
moyenne	19 086	17 695	18 176	13 440	11 155	9 182	-	-	13 098
9e décile	24 000	21 750	23 000	16 000	14 250	11 500	-	-	..
University of Guelph									
nombre	43	75	118	154	195	102	26	-	-
minimum	-	16 000	16 000	12 500	9 800	8 100	7 000	-	-
1er décile	18 544	16 000	16 000	12 947	10 000	8 100	7 000	-	-
moyenne	20 278	18 055	18 865	14 467	11 251	8 980	7 517	-	-
9e décile	22 430	19 794	21 372	15 725	12 500	9 832	8 163	-	-
Lakehead University									
nombre	9	4	13	22	47	48	-	-	-
minimum	-	16 500	16 500	12 750	10 000	8 300	-	-	-
1er décile	..	..	16 500	12 750	10 155	8 300	-	-	-
moyenne	17 289	16 800	17 138	13 718	11 149	9 056	-	-	-
9e décile	..	..	18 070	14 990	12 430	9 915	-	-	-
Université Laurentienne de Sudbury									
nombre	14	1	15	16	62	28	3	1	..
minimum	16 500	16 500	16 500	12 750	10 000	8 250	6 500	-	-
1er décile	16 500	..	16 500	12 750	10 000	8 250	..	-	-
moyenne	17 554	..	17 517	13 669	10 725	8 746	..	-	11 506
9e décile	19 400	..	19 250	15 500	11 620	9 750	..	-	-

SALARIES OF FULL-TIME TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1968-69
(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

Source: From data supplied to the Dominion Bureau of Statistics by the institutions

University	Full professors						The rank immediately below assistant professors (6)	The rank immediately below the preceding (7)	Others (including visiting staff) (8)	Overall average	
	Department heads, etc. who are full professors (1)	Other full professors (2)	All full professors (3)	Associate professors (4)	Assistant professors (5)					Including deans (9)	Excluding deans (10)
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Université Laval											
Number in rank	55	133	188	182	334	135	-	-	26		
Floor	(2)	13 180	13 180	11 060	9 350	7 000	-	-	-		
10th percentile	15 355	14 821	14 942	12 200	10 100	7 000	-	-	-		
Average	17 924	16 960	17 242	14 325	11 699	9 007	-	-	12 715	13 172	
90th percentile	21 075	18 654	18 936	16 820	13 798	10 700	-	-	..		
University of Lethbridge											
Number in rank	5	2	7	28	48	9	-	-	5		
Floor	-	17 500	17 500	13 000	9 500	7 050	-	-	-		
10th percentile	..	..	..	13 000	10 000	..	-	-	..		
Average	18 600	19 050	18 739	14 756	11 364	8 769	-	-	12 700	12 794	
90th percentile	..	..	..	17 400	12 510	..	-	-	..		
Loyola College											
Number in rank	5	8	13	37	88	..	-	-	..		
Floor	-	15 100	-	11 800	9 500	..	-	-	-		
10th percentile	..	..	14 940	11 800	9 500	..	-	-	-		
Average	18 470	17 888	18 112	13 476	10 677	8 710	-	-	-	11 085	
90th percentile	..	..	21 240	15 460	11 820	10 050	-	-	-		
University of Manitoba											
Number in rank	62	68	130	239	299	121	-	1	2		
Floor	-	15 700	15 700	12 000	9 300	-	-	-	-		
10th percentile	17 040	15 700	16 200	12 100	9 700	7 310	-	..	..
Average	19 883	17 785	18 786	13 789	11 089	9 142	-	..	..	13 050	
90th percentile	23 500	20 600	22 550	15 900	12 246	9 700	-	..	..
Hoguel University											
Number in rank	72	156	228	324	383	146	-	-	-		
Floor	16 000	16 000	16 000	12 500	9 600	8 000	-	-	-		
10th percentile	16 460	16 000	16 100	12 500	9 600	8 000	-	-	-		
Average	20 369	18 655	19 182	14 562	11 479	9 266	-	-	-	13 832	
90th percentile	24 980	22 000	23 500	16 460	13 577	10 544	-	-	-		

Traitement des titulaires et supplément de \$ 700

<i>McMaster University</i>										
Number in rank	24	62	86	121	139	28	4	-	-	-
Floor	16 250	15 500	15 500	12 000	9 500	7 000	5 000	-	-	-
10th percentile	16 350	16 610	16 630	12 900	10 200	7 990	-	-	-	-
Average	19 821	19 203	19 375	14 188	11 481	9 366	6 750	-	-	14 163
90th percentile	23 840	23 940	23 880	15 500	12 605	10 940	..	-	-	-
<i>Université de Moncton</i>										
Number in rank	2	7	9	16	59	37	-	-	-	-
Floor	-	14 000	14 000	11 000	8 500	6 500	-	-	-	-
10th percentile	..	..	14 000	11 000	8 500	-	-	-	-	-
Average	15 500	14 986	15 100	12 041	9 593	7 620	-	-	-	9 899
90th percentile	..	..	15 500	13 060	10 600	9 195	-	-	-	-
<i>Mount Allison University</i>										
Number in rank	15	5	20	16	38	24	9	-	-	-
Floor	-	-	-	-	-	-	-	-	-	-
10th percentile	14 050	..	14 000	11 420	9 200	7 000	..	-	-	-
Average	15 213	14 820	15 125	12 513	10 320	8 483	7 139	-	-	11 001
90th percentile	16 050	..	15 900	13 880	11 210	9 320	..	-	-	-
<i>Mount Saint Vincent University</i>										
Number in rank	3	-	3	6	20	24	-	-	1	-
Floor	15 000	14 000	14 000	11 000	8 600	6 800	-	-	-	-
10th percentile	..	-	..	..	8 600	6 800	-	-	..	-
Average	16 667	-	16 667	11 417	9 185	7 108	-	-	9 115	-
90th percentile	..	-	..	..	11 000	8 000	-	-	..	-
<i>University of New Brunswick</i>										
Number in rank	19	25	44	82	129	52	16	-	-	-
Floor	15 200	15 200	15 200	12 000	9 000	7 000	..	-	-	-
10th percentile	15 200	15 200	15 200	12 000	9 000	7 500	5 120	-	-	-
Average	17 663	16 320	16 900	12 756	9 778	8 590	6 350	-	-	11 369
90th percentile	20 920	18 200	19 760	14 000	11 310	10 000	7 800	-	-	-
<i>University of Ottawa</i>										
Number in rank	37	40	77	113	176	89	-	-	-	-
Floor	15 093	15 093	15 093	12 075	9 177	7 245	-	-	-	-
10th percentile	15 922	15 093	15 741	12 075	9 485	7 487	-	-	-	-
Average	19 241	17 084	18 121	13 932	10 744	8 602	-	-	-	12 466
90th percentile	23 750	19 942	21 407	15 824	12 328	9 984	-	-	-	-
<i>Queen's University</i>										
Number in rank	46	96	142	162	217	30	-	-	-	-
Floor	-	15 800	15 800	12 300	8 500	-	-	-	-	-
10th percentile	17 300	15 800	16 000	12 500	10 000	8 500	-	-	-	-
Average	21 920	18 618	19 687	14 373	11 565	9 778	-	-	-	14 616
90th percentile	27 700	22 000	23 500	16 000	13 500	12 000	-	-	-	-

TRAITEMENTS DU PERSONNEL LAÏC À TEMPS COMPLET DANS LES UNIVERSITÉS ET COLLÈGES DU CANADA, 1968-1969
(Ces chiffres excluent les traitements du personnel religieux rémunéré à un niveau inférieur à l'échelle)

Source: données recueillies par le Bureau fédéral de la statistique auprès des institutions

Université	titulaires		tous les titulaires		agrégés		adjoints		rang inférieur adjoint		rang inférieur au précédent		autres ly compris les professeurs invités		moyenne générale	
	directeurs de département (1)	autres (2)	(1 ± 2) (3)	\$	(4)	\$	(5)	\$	(6)	\$	(7)	\$	(8)	\$	(9)	(10)
Royal Military College	nombre	7	14		16		10		31		-		-		-	
	minimum	17 250	16 500	21	12 750		9 600		6 600		-		-		-	
	1er décile	..	16 500		12 840		..		8 130		-		-		-	
	moyenne	21 071	17 768	18 869	13 856		11 770		9 699		-		-		13 607	
	9e décile	..	20 300	21 675	15 420		..		10 200		-		-		-	
St. Francis Xavier University	nombre	8	6	14	25		59		28		3		-		-	
	minimum	-	15 200	15 200	12 000		9 500		7 800		-		-		-	
	1er décile	..	..	15 340	12 425		9 500		7 960		-		-		-	
	moyenne	..	16 600	16 536	13 494		10 570		8 495		7 167		-		11 314	
	9e décile	..	..	17 400	14 225		11 600		9 180		..		-		-	
St. Dunstan's University	nombre	-	-	-	10		17		6		Lecturer		-		-	
	minimum	-	14 100	14 000	11 250		9 000		7 585		-		-		-	
	1er décile	-	-	-	..		9 000		..		7 769		-		10 139	
	moyenne	-	-	-	11 545		10 118		8 706		..		-		-	
	9e décile	-	-	-	..		12 840		..		..		-		-
St. Mary's University	nombre	2	1	3	26		41		30		1		1		-	
	minimum	15 500	15 000	15 000	12 000		9 000		7 600		-		-		-	
	1er décile	..	..	..	12 000		9 000		7 600		..		..		..
	moyenne	..	..	15 333	13 060		10 110		8 440		..		..		10 692	
	9e décile	..	..	..	14 730		11 320		9 500		..		..		-
St. Thomas University	nombre	-	2	2	7		14		6		-		-		-	
	minimum	-	15 200	15 200	12 000		9 000		7 500		-		-		-	
	1er décile	-	..	..	12 375		9 112		..		-		-		-	
	moyenne	-	15 400	15 400	12 375		10 288		8 417		-		-		-	
	9e décile	-	..	..	..		11 600		..		-		-		-	10 757

University of Saskatchewan (incl. medical staffs)									
nombre	78	130	250	349	71	88	43		
minimum	16 900	16 900	12 800	9 200	7 200	6 800	-		
1er décile	17 240	16 900	12 800	9 700	7 530	7 000	-		
moyenne	19 696	18 840	14 454	11 215	9 297	7 695	9 287		12 724
9e décile	22 640	21 000	16 300	12 200	9 800	8 520	-		
University of Saskatchewan (excl. medical staffs)									
nombre	75	124	246	342	67	88	43		
minimum	16 900	16 900	12 800	9 200	7 200	6 800	-		
1er décile	17 170	16 900	12 800	9 700	7 570	7 000	-		
moyenne	19 094	18 389	14 327	11 077	8 848	7 695	9 287		12 528
9e décile	21 000	20 400	16 140	12 200	9 700	8 520	-		
Université de Sherbrooke									
nombre	161 (3)	27	78	104	63	-	-		
minimum	14 030	14 030	11 520	8 730	6 900	-	-		
1er décile	18 000	16 613	12 434	10 180	7 550	-	-		
moyenne	21 527	20 040	14 631	12 015	9 206	-	-		13 181
9e décile	24 400	24 000	17 000	14 000	10 871	-	-		
Six George Williams University									
nombre	17	30	71	154	19	13	13		
minimum	16 500	15 500	12 500	9 500	8 300	7 500	-		
1er décile	17 865	15 500	12 500	9 500	8 300	7 500	-		
moyenne	16 477	17 263	13 662	10 764	9 111	8 115	12 208		12 077
9e décile	-	18 800	15 000	11 760	9 500	9 350	-		
University of Toronto									
nombre	77	344	448	440	189	67	139		
minimum	15 800	-	11 700	9 500	7 800	-	-		
1er décile	19 275	16 450	12 300	10 000	8 000	5 800	8 000		
moyenne	24 159	21 024	14 751	11 815	9 202	7 433	13 780		14 693
9e décile	30 000	25 920	17 550	14 100	10 450	9 050	18 000		
Trent University									
nombre	12	18	20	51	9	-	-		
minimum	16 000	16 000	12 600	9 500	7 500	-	-		
1er décile	16 500	16 000	12 600	9 500	-	-	-		
moyenne	18 992	18 533	13 693	10 369	8 650	-	-		12 650
9e décile	24 000	24 200	15 100	11 500	-	-	-		
Trinity College									
nombre	7	14	8	5	9	-	1		
minimum	16 300	15 800	11 700	9 500	7 800	-	-		
1er décile	18 329	15 960	-	-	-	-	-		
moyenne	-	17 408	13 338	10 320	8 744	-	-		13 418
9e décile	-	20 220	-	-	-	-	-		

3. Traitement des titulaires et supplément de \$ 700

SALARIES OF FULL-TIME TEACHING STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1968-69
(Salaries paid to religious staff on a scale less than that applying to lay staff are omitted)

Source: From data supplied to the Dominion Bureau of Statistics by the institutions

University	Full professors					The rank immediately below assistant professors					The rank immediately preceding		Others (including visiting staff)		Overall average	
	Department heads, etc. who are full professors (1)	Other full professors (2)	All full professors (total of 1 & 2) (3)	Associate professors (4)	Assistant professors (5)	The rank immediately below assistant professors (6)	The rank immediately preceding (7)						(8)	(9)	(10)	
Victoria University (B.C.)																
Number in rank	14	23	37	64	135	39	31	24								
10th percentile	16 550	15 500	15 500	12 280	9 850	7 990	7 000	7 320								
Average	19 500	17 211	18 080	14 041	10 977	9 038	8 008	9 842								
90th percentile	22 000	19 560	21 340	15 500	12 050	10 000	10 470	12 120								
Victoria University (Ont.)																
Number in rank	7	23	30	22	29	11	5	4								
10th percentile	-	15 800	15 800	11 700	9 500	7 800	-	-								
Average	19 093	18 541	18 668	13 136	10 367	8 814	4 530	-								
90th percentile	-	20 540	20 350	14 295	11 340	9 400	-	-								
University of Waterloo																
Number in rank	23	76	99	160	159	48	-	-								
10th percentile	15 600	15 000	15 000	11 000	8 500	6 500	-	-								
Average	17 860	15 702	15 890	12 000	9 500	6 800	-	-								
90th percentile	21 165	18 718	19 286	13 923	10 780	8 369	-	-								
	24 170	22 620	23 200	15 600	12 000	10 480	-	-								
Waterloo Lutheran University																
Number in rank	4	9	13	32	43	32	3	-								
10th percentile	16 000	16 000	16 000	12 500	9 500	7 600	-	-								
Average	18 500	17 128	16 000	12 500	9 500	7 600	-	-								
90th percentile	-	-	19 200	14 400	11 900	9 300	6 567	-								
Western University																
Number in rank	39	103	142	172	239	74	23	-								
10th percentile	15 000	15 000	15 000	11 500	9 500	7 500	6 500	-								
Average	18 670	16 500	16 835	12 240	10 000	8 166	6 500	-								
90th percentile	21 508	19 051	19 711	14 110	11 391	9 346	7 512	-								
	24 470	21 934	22 925	16 350	13 410	10 800	9 540	-								

University of Windsor

Number in rank	20	31	51	83	108	39	2
Floor	-	16 000	16 000	13 000	9 750	7 750	-
10th percentile	16 500	16 000	16 300	13 000	10 200	8 470	-
Average	17 795	17 383	17 548	14 368	11 684	9 713	13 415
90th percentile	20 400	20 000	20 000	16 000	13 200	10 250	-

University of Winnipeg

Number in rank	7	1	8	13	45	38	-
Floor	-	15 700	15 700	12 000	9 350	7 240	-
10th percentile	16 814	16 000	16 712	12 000	9 350	7 240	-
Average	..	..	..	12 646	10 115	8 234	-
90th percentile	..	..	..	13 800	11 000	9 000	-

York University

Number in rank	21	49	70	71	164	108	18
Floor	-	15 600	15 600	11 600	9 500	7 500	-
10th percentile	17 250	15 935	16 360	12 010	10 000	7 500	-
Average	19 876	18 829	19 413	13 978	11 298	7 061	12 516
90th percentile	23 180	23 100	23 000	16 000	13 000	10 460	-

Simon Fraser University

Number in rank	12	26	38	49	183	65	2
Floor	-	15 800	15 800	11 700	9 500	7 800	-
10th percentile	18 000	15 920	16 280	11 976	9 850	8 044	-
Average	21 142	18 071	19 040	13 758	11 099	9 175	11 830
90th percentile	24 380	21 900	21 900	15 527	12 200	11 000	-

Standard Scales of Compensation

1969-70

Following the customary procedure of publishing grading scales for the next year before the appearance of its report in the summer issue of the *Bulletin*, Committee Z calls attention to the standard scales of average and minimum compensation for 1969-70.

Average Compensation Scale

	AA	A	B	C	D	E	F
Professor	\$28,490	\$22,680	\$17,940	\$14,350	\$11,500	\$9,500	\$8,440
Associate Professor	16,350	14,240	12,560	10,970	9,500	8,340	7,600
Assistant Professor	12,660	11,290	10,090	9,050	8,190	7,490	6,960
Instructor	9,500	8,760	8,100	7,590	7,050	6,550	6,330

Minimum Compensation Scale

	AA	A	B	C	D	E	F
Professor	\$18,890	\$15,790	\$13,150	\$10,990	\$9,960	\$7,970	\$7,120
Associate Professor	13,710	11,800	10,290	8,910	7,800	6,920	6,290
Assistant Professor	10,180	9,060	8,070	7,240	6,530	5,980	5,560
Instructor	7,660	7,050	6,540	6,090	5,690	5,340	5,180

A. A. U. P. BULLETIN
Volume 54, No. 4, December 1968, p. 499.

THE STRAX AFFAIR

The following is the text of a report given members of the C.A.U.T. Council at its November '68 meeting by Professor J. B. Milner, Chairman of the A.F. & T. Committee. The accompanying notes were added by Professor Milner when preparing the report for publication. The text of two resolutions passed by Council on this matter is printed on page 48.

— Editor

Mr. President, it is not my intention to report generally to the Council at this time — in the past five years I have not done so at the November meeting — but I do propose to give the Council the background of what has come to be known as “the Strax affair” at the University of New Brunswick. Because it has received so much publicity, most of it inaccurate, and because it so intimately involves one of our senior officers, the Executive Secretary felt that some time should be taken now to set out the history of the Committee’s action.

The facts are complicated. We never have cases with simple facts. I shall try to give you the essential facts so far as they are relevant to the Committee’s action.

Professor Norman Strax is a young nuclear physicist, a Ph.D. from Harvard, on the Faculty at U.N.B. He appealed to the Academic Freedom and Tenure Committee through his lawyer in Toronto on October 4. The Committee happened to be meeting the next day here in Montreal and it took up Professor Strax’s appeal as a matter of emergency.

Professor Strax is what might be called an activist politically. I won’t attempt to tell you details about his activities. You may suppose the worst. For reasons that I don’t pretend to understand he objects to the compulsory use of identity cards in the library at U.N.B. I think he may particularly object to the requirement that the cards have the holder’s photograph on them. The point is not important because the Committee has at no time looked into the merits of the matter. We neither support nor criticize Professor Strax’s conduct. You should know, however, that Professor Strax and some students (of the SDS persuasion) attempted, peacefully, to remove many books from the library without

producing so-called ID cards. The days of Strax were three, and at the height of his campaign he and the students attempted — asked to be allowed — to remove 268 books. Other users, we are informed, withdrew 374 books, making a total of 642. The library is said to be able to handle 800 items a day.

Arising out of these three days of such activity came the University action complained of. On September 24 Professor Strax was suspended by the President. In a letter of that date he was told :

“This is to advise that, effective immediately, you are suspended from the University of New Brunswick. Such suspension means you no longer have any duties to perform here, and that all rights and privileges are withdrawn which normally belong to a member of its faculty.”

The significant aspects of this letter are three. It does not set out any reasons for the suspension. It makes no charges that Professor Strax could try to answer. And it offers no forum where the charges could be met.¹ These deficiencies are really the whole of the Committee's complaint. We took the view that in 1968 it was unacceptable academic practice to suspend a professor without stating reasons and offering him an opportunity for a private arbitration of any disputed reasons before a committee of his peers. Such a standard is explicit in Parts C and D of the *Policy Statement on Academic Appointments and Tenure* adopted a year ago by the Council of the C.A.U.T.

The *University of New Brunswick Act, 1968* requires the President, on suspending a member of the Faculty, to report the matter forthwith to the Board. President Mackay did so and on September 28, four days later, the Secretary of the Board of Governors wrote Dr. Strax informing him that the Board had approved the suspension and announcing that “before taking final action” (unspecified) the Board had constituted a committee of three faculty members, two of them members of the Board who had “not participated in the suspension”, together with the President of the Staff Association. The terms of reference were limited : the committee was “to review and report on the circumstances of the suspension.” The Committee members were Professor McAllister, as chairman, Professor Garland and Professor Brewer.

¹ The fact that Professor Strax appears to have been kept on salary during his suspension adds to the very considerable ambiguity of President Mackay's letter. Although “all rights and privileges are withdrawn” he still is being paid. He can only wonder what other “rights and privileges” may remain. The suspension being without terminal date of any sort otherwise amounts to dismissal.

The matter did not stop there and it is idle to speculate what might have happened if it had. It didn't and our case is more complex.

At the same time the University took independent, or apparently independent, action in the New Brunswick Supreme Court. This part of the story is rather technical, but I think I should try to explain it as briefly as possible.

When Professor Strax was notified of his suspension, instead of leaving the premises as he was asked to do, he holed up in his office for several days. He was, I believe, accompanied in his retreat by some students. In order to remove him, the University commenced court action. The Writ of Summons, the document by which an action is started, is dated September 28, the same date as the letter announcing Professor McAllister's committee. The writ, together with the subsequent Statement of Claim, claims

(1) "An injunction restraining the defendant from returning to or entering upon any part of the said lands and premises of the plaintiff [U.N.B.]."

(2) "An order enjoining and requiring the Defendant [Strax] to desist from causing, inciting or counselling University students from disregarding and disobeying rules or ordinances of the said University."

(3) "A declaration that the Defendant was duly and regularly suspended pursuant to and by virtue of the provisions of the University of New Brunswick Act 1968, ch. 12 Acts of Assembly of New Brunswick 1968."

(4) "Damages for nuisance, trespass and disturbance."

(5) "Such further or other relief which this Honourable Court deems just."

(6) "Costs in the within action."

Along with the action described the University asked for an *ex parte* injunction to get Dr. Strax out of his office.² An *ex parte*

² It would also be idle to speculate what might have happened had President Mackay taken the C.A.U.T.'s recommended course of action in the first instance. The temptation on the University's part to say that Professor Strax made the injunction necessary by his action should be overcome by the thought that the University's way of suspending Professor Strax may have led him to retreat to his office when he might have obeyed a suspension notice served in proper circumstances, that is, with an attempt at mediation and specific provision for arbitration by his peers.

injunction is one applied for by one side and granted without a hearing at which the other side is represented. It is ordinarily used for emergent matters where what is called "irreparable damage" would result if it is not granted. Professor Strax ignored the Court order for one day and was accordingly held in contempt of court — that is, he defied the Court. The Court later punished him with a fine of one dollar plus costs, a more serious matter.

This was the state of things when Professor McAllister's Committee held its hearing in a most scrupulous and careful fashion over a period of two days, in the first week of October. Professor Strax took only a limited part in the hearing because his counsel objected to the lack of adequate jurisdiction of Professor McAllister's Committee. Then Professor Strax appealed to the Committee on Academic Freedom and Tenure. It was clear to the Committee : (1) that Professor Strax had been suspended without stated reasons or charges and with no opportunity for arbitration : (2) that Professor McAllister's Committee could not, within its terms of reference, adjudicate in any way, and (3) that Professor Strax had no assurance at all that he would have any opportunity to appear before the Board at such time as Professor McAllister's Committee might report.

At this time the Academic Freedom and Tenure Committee did not know the precise claims of the University's action, and in particular, the claim for a declaration that the Defendant was duly and regularly suspended. That claim was not endorsed on the writ, and appeared for the first time in the Statement of Claim, which is dated October 11, almost one week later.

In these circumstances the Academic Freedom and Tenure Committee debated the matter at some length — over three hours. We phoned Professor McAllister and Professor Brewer to clarify some matters and to acquaint them both with our concern in the matter. I should make it clear that while the Committee regularly undertakes the assistance of individual faculty members who appeal to it directly, it always notifies the local staff association so that communication is facilitated. I do not suggest that the local association could not, or would not, help Professor Strax in this case. I am not aware that he asked for that help. But we must be ready to act notwithstanding that the local staff association may be strongly opposed to the faculty member.

Moreover, the Academic Freedom and Tenure Committee must do what it can promptly. Its ability to help is not great, goodness knows, but it must act when it can. It must, of course, act responsibly; but it must act. In this instance, responsible action was pretty limited. We had no knowledge of the merits of the case for suspension. We only knew that it was already twelve days in being, and we were told that Professor Strax's personality was such that he couldn't be restrained from wild action indefinitely. Moreover, we thought we saw the possibility of Professor McAllister's Committee being converted, by agreement, into an arbitration body, if the Board of Governors would agree. Certainly Professor Strax was willing to consider the proposition if the Board would advance it. We also knew that the Board planned to meet on the following Tuesday.

In these circumstances the Committee wired President Mackay, and tried to discuss the wire by phone, setting forth our requirement that Professor Strax be given "an opportunity to submit all charges against him by U.N.B. to arbitration in a proceeding conducted in conformity with Part C, Dismissal Procedures, of the C.A.U.T. *Policy Statement*." We referred to the dismissal procedures because those are the procedures that apply to any disciplinary action. Part D, paragraph 2, of our *Statement* is directly applicable to the situation.

Our only sanction on the Committee is publicity and we promise secrecy if our proposals are met. We assured President Mackay that no publicity would be given to the matter if arbitration proceedings were announced by October 9 — the day after the Board meeting. If not, we assured him that the Chairman and the Secretary would confer with the Association President "on the publication of a statement of the C.A.U.T.'s position and possible further action." We didn't know then, and I don't know now, just what "further action" might be possible.

The Board took no action, and on October 10 the Association issued the following Press Release. I suppose many of you have received the mimeographed copy, but I had better read it, since it has not, so far as I am aware, been published in full in any Canadian newspaper. I believe it appeared in part in the *Fredericton Gleaner*, but I have not seen it.

"The Canadian Association of University Teachers has urged the University of New Brunswick to bring the case of Professor Norman Strax to arbitration quickly.

"Professor C. Brough Macpherson, President of the Association, said today that the C.A.U.T. Committee on Academic Freedom and Tenure has had before it the case of Dr. Strax, a physics professor who was suspended from his duties at the University on September 24 and was subsequently forced off the campus by a court injunction.

"The Committee has sent telegrams to the President of the University, Dr. Colin Mackay, and the President of the faculty association, expressing its concern over the fact that the suspension was imposed without a hearing having been held or charges having been laid. It has urged that arbitration procedures be set up at the earliest possible time.

"Professor Macpherson said that the C.A.U.T. recognized the good intent of the Board of Governors of the University in setting up a committee of faculty members to investigate the circumstances of the suspension. However, the Association regretted that the Board had not followed the spirit of the C.A.U.T. *Policy Statement on Academic Appointments and Tenure*, which clearly calls for mediation and arbitration in the present circumstances."

There the matter stands thirty-eight days later, and fifty-four days after the suspension.

The question is, what can be done, if anything, to help Professor Strax get a private arbitration before his professional peers, or to convince the President and Board of Governors of the University of New Brunswick that their action was unacceptable because it was insufficient, or to accomplish both of these objectives?

The difficulty with insisting on submission to arbitration fifty-four days later is that the clock cannot be turned back, arbitration would mean a long delay while willing and competent professors were located and assembled, and the inquiry would now have to start from scratch. Delay of justice is always unfortunate. The court action *may* be completed this week. Mr. Justice Barry may be prompt with his decision — Professor McAllister assures us that he has a good reputation for promptness — but he could take six months. I should be inclined to gamble on his promptness.³ We may be able to take action later if he is not prompt.⁴

³ Despite everything that Professor McAllister and I had to say at the Council meeting about the court action, I am afraid few members of the Council understood all its implications. I doubt whether I understand them myself. From one point of view (one that the University may have had) the action was at least in part necessary to obtain the injunction to get Professor Strax off the campus. If this was necessary to avoid a "clear and present danger" or "irreparable damage" it could

As for slapping the wrists of the President and the Board, this action will not help Professor Strax out of his predicament, but it might advance the C.A.U.T.'s campaign to educate Presidents and Boards. The Council should, I think, at least state again its concern already so eloquently stated by Professor Macpherson in the October 10 Press Release, but not published. Perhaps more determined action could conceivably lead the University to drop the matter altogether. I hope the Executive and Finance Committee may have some proposal. The Academic Freedom and Tenure Committee has none since it has not met since October 6.

There is more to the case — Professor McAllister would probably insist much more. But I believe I have given you the essential story as it bears on the action of the Academic Freedom and Tenure Committee. I could mention the plight of some half dozen “students” who holed up in Dr. Strax’s office after he left, and were only turfed out by force last week — and criminally charged. That part of the story is really extraneous. Our only contention is that a professor, however senior or junior, should not be suspended without an opportunity for arbitration. Arbitration differs from both investigation and court litigation. It offers a final adjudication. It is private. And it puts difficult matters of value judgment in the hands of academic judges, not common law judges, who may, with the best will in the world, apply 19th century value judgments relating to the law of master and servant — a law inapplicable to university faculty in the last third of the 20th century.

J. B. MILNER,

Chairman, A.F. & T. Committee.

be justified as long as the danger or damage is present or likely, but the danger or likely damage has not been made clear to the Committee.

In any event, the statement of claim asks for an injunction without terminal date and without reference to the danger or likely damage. Professor Strax is to be forever banned from the campus. It is difficult to see how Professor Strax can be banned from the campus at the instigation of the University and still carry out his duties as a member of the Faculty. An employee who has been prevented by his employer from performing his side of the contract of employment can regard himself as dismissed. It is arguable that a faculty member can regard himself as dismissed although his salary is continued. He contracts for more than pay. The privilege of teaching, engaging in research, and having access to the library are very important elements in his relationships with the University.

Dismissal is, of course, an even more serious matter than suspension, especially when it is perpetrated in this devious fashion. If the injunction is to be justified the court must be shown more than that the suspension was authorized under the Act. It must be shown that adequate grounds for dismissal exist. If adequate grounds are not shown, there would appear to be no basis for continuing the injunction or the suspension unless a showing of real likelihood of irreparable damage is made.

- 4 On December 27, 1968, Judge Barry announced his decision. He supported the University at all points — as to the continuance of the injunction, the validity of the suspension and the payment of damages and costs; and he ordered Strax to pay all costs and exemplary damages of two thousand dollars.

Both the AF&T Committee and the E&F Committee of the Association continue to be concerned with the case. A full account of developments since the beginning of January '69 will be published shortly. *Ed.*

LATER DEVELOPMENTS

At its meeting on February 8-9, the Executive and Finance Committee considered at length recent developments in the Strax Case. A decision was made to call a special meeting of the C.A.U.T. Council to consider censure of the President and Board of Governors of U.N.B. The text of the telegram sent to President Mackay is as follows :

To President Colin Mackay,
University of New Brunswick,
Fredericton.

I have to tell you that the C.A.U.T. Executive and Finance Committee, while approving our proposed meeting in Fredericton on February 19 and 20, were determined to make clear their intention of preparing for further action without delay thereafter, if that should seem to them necessary. They have therefore resolved to call a special meeting of the C.A.U.T. Council for March 15, and to inform the press now. The text of the press release to be issued this afternoon follows :

Preparations have been made which would enable the Canadian Association of University Teachers to censure the President and Board of the University of New Brunswick. A special meeting of the full Council of the Association is being called by the Association executive at the earliest possible date. The Council will be asked to censure the President and Board of the University of New Brunswick unless they have before then taken satisfactory measures in relation to Professor Norman Strax. Since a Council meeting cannot be called without thirty days notice to the heads of all the constituent faculty associations, the Council is to be convened on March 15.

The C.A.U.T. and the Association of University of New Brunswick Teachers have repeatedly protested against the action of the University President and Board in suspending Professor Strax without any charges or any provision for an adjudicative hearing, and have requested the Board to agree to such a hearing. The Board has still not done so.

On January 17, the President of the national Association, Dr. C. B. Macpherson, on the advice of the Association's Committee on Academic Freedom and Tenure, wrote to Dr. Colin Mackay, President of the

University, urging that action be taken before the C.A.U.T. Executive meeting on February 8, and proposing a meeting of some influential members of the Board with some officers of the national and local Associations before that date. Dr. Mackay would not undertake to arrange such a meeting either then or later, but readily agreed to meet some officers of the two Associations on February 19, the day before the next meeting of the University of New Brunswick Board. The President of the U.N.B. Teachers' Association was also anxious that the C.A.U.T. should send some of its officers to Fredericton. Accordingly, it was arranged that three C.A.U.T. officers, Professor Macpherson, Professor J. B. Milner, and Professor Percy Smith, will be in Fredericton on February 19 and 20 to hold discussions with Dr. Mackay and the U.N.B. Teachers' Association, and to be available to the Board at the time of its meeting.

The C.A.U.T. Executive, in session in Ottawa this week-end, endorsed that arrangement, but believed that such talks might lead only to further delay unless the University was made fully aware of the urgent view that the C.A.U.T. Executive took. Accordingly, the Executive passed the following resolution :

"That a special meeting of the C.A.U.T. Council be called for "March 15, at which the Executive and Finance Committee will recommend that the Council censure the President and Board of the University of New Brunswick unless satisfactory measures in relation to Dr. "Norman Strax have been taken by the President and Board by that time."

The letter to Dr. Mackay on January 17 had said that the University, in order to restore its good name, should now not only agree to an adjudicative hearing, but should also take two other steps. The Letter stated :

"It would seem that the only acceptable course of action, still, is "an adjudication before an arbitration committee established along the "lines of the C.A.U.T. Policy Statement in which *all disputes* between "the University of New Brunswick and Professor Strax can be settled "once and for all.

"But more than this now appears to us to be needed to restore the "good name of the University of New Brunswick in the Canadian academic community. The injunction which restrains Professor Strax from

“setting foot in the University in effect turns his suspension into a dismissal. To keep it in force now, while there has still been no adjudicative hearing of any charges arising out of the matters that in the opinion of the University made the suspension necessary, appears to be a denial of elementary justice. Moreover, during all this time in which he has not been given an adjudicative hearing on any such charges, he has been put to heavy expenses in the law suit brought against him by the University, including now the costs of both parties and the ‘exemplary damages’ awarded against him, none of which need have been incurred if the University had, simultaneously with the suspension, granted an academic adjudicative hearing of charges against him. Because these expenses, now falling on Professor Strax, are the result of the University’s failure to proceed in the normal academic way, it seems reasonable that the University should assume these expenses.

“For these reasons it appears to us that the University, in order to restore its standing in the academic community, will have to take immediate steps

- “ (i) to institute arbitration proceedings along the lines of the C.A.U.T. Policy Statement in which arbitration of all claims by the University against Professor Strax and by Professor Strax against the University are submitted to settlement;
- “ (ii) to dissolve the injunction against Professor Strax; and,
- “ (iii) to assume the entire costs of the litigation and to release Professor Strax from all liability for the damages and costs in your case against him.”

The costs of the litigation, for all of which Professor Strax is liable unless he should succeed in an appeal, already amount to over six thousand dollars. Still more would be needed to prepare a case for an appeal, which Professor Strax has so far been unable to do.

Censure by the C.A.U.T. Council would mean that all members of the C.A.U.T. outside the University of New Brunswick would be advised not to accept appointments there, and that others considering appointments there would be advised to inform themselves of the C.A.U.T.’s reasons for the censure.

End of Press Release.

I should add that the satisfactory measures referred to in the resolution are of course what the visiting committee hopes to discuss with the Board on February 20. A copy of this telegram is going to Professor Brewer, President of the A.U.N.B.T.

C. B. MACPHERSON

REGISTRAR

Applications are invited for the position of Registrar to be effective July 1, 1969. Responsibilities include the processing of student applications and supervision of records.

Enrollment in 1968-69 is 6,800 and is increasing approximately 30% per year. It is anticipated that the level of appointment will correspond with that of Full Professor (present salary minimum \$17,500).

Applications, including curriculum vitae and names of three referees should be sent to:

Dean H. S. Baker
Chairman, Selection Committee
The University of Calgary
Calgary 44, Alberta, Canada

FROM THE NOVEMBER '68 COUNCIL MEETING

- Approved the application for affiliation from the Mount Saint Vincent University Faculty Association.
- Heard a brief report on the progress of the Rowat-Hurtubise Commission on the Relations between Universities and Government (See pages 6-9 for the text of Professor Hurtubise's remarks.)
- Received a motion to have the meetings of Council open to the public. After some discussion this motion was tabled until the next meeting.
- Heard and approved the report of the Association Treasurer.
- Received a report from the Executive and Finance Committee on steps being taken to revise the constitution of the Association. Professor George McAllister (U.N.B.) is serving as chairman of the committee to review the constitution. Member associations have been urged to forward to him suggestions and comments re revision, these to be collated and presented to the E & F Committee. As soon as practical this Committee will bring to Council a set of proposals for revision of the constitution.
- Heard from Professor McCurdy, Past President and Chairman of the Nominations Committee, on proposals to improve the machinery for election to the Executive of the Association. He proposes to provide Council with a slate of names sufficient to ensure an election, i.e., two nominees for each designated office on the Executive plus more than a sufficient number required for the complement of members-at-large. In developing the slate, he intends also to ensure appropriate regional and provincial representation on the Nominations Committee.
- Removed the censure from Simon Fraser University.

The vote on the motion to remove censure came after Council had heard a report from the President on the visit of a three-man team to Simon Fraser University in October '68, comments on this report from two representatives of the Faculty of Simon Fraser (the President of the Faculty Association, which endorsed the recommendation to lift the censure, and a representative of a minority group of faculty opposing the lifting), and there was general dis-

cussion of the matter. The vote was carried, with one opposed. (The Report of the October Visiting Committee has been printed in the December *Bulletin*, Volume 17, No. 2.)

- Approved a resolution brought forward by the Executive and Finance Committee, at the request of the Academic Freedom and Tenure Committee, that the Association establish immediately a Defense Fund for Academic Freedom. It was agreed that the sum of \$15,000.00 be transferred from the general surplus of the Association to a special fund for legal aid for the defense of academic freedom; that payments from this special fund be made only on the recommendation of the A.F. & T. Committee by the Association President, Treasurer, and Executive Secretary acting together; and that no more than \$5,000.00 be spent on any one case without special authorization from the Executive and Finance Committee.
- Heard a report from the Chairman of the Executive and Finance Committee on the Strax Case. (The text of this report is printed on pages 36-42.) After discussion of the case, Council passed the following two motions :

That this Council endorses the statement and actions of the President of the Association in the Strax case, and condemns the action of the University of New Brunswick in suspending a faculty member without stated charges or provisions for an adjudicative hearing.

That this Council reasserts its general principle that matters of academic freedom and tenure are best handled by arbitration within the academic community; this Council insists that arbitration is still required in the Strax case and offers to assist the University of New Brunswick to establish proper procedures to deal with and settle this case.

- Received reports from the *Bulletin* Editor, representatives of the various regional and provincial groups, the Joint Continuing Committee on Pensions and the Joint Committee on ETV.
- Received announcement of the decision of the Executive and Finance Committee to establish a joint committee with the Canadian Union of Students to study the academic freedom and civil rights of students.

- Voted a special gift of \$200.00 to the International Association of University Professors and Lecturers (IAUPL).
- Voted to establish a committee to review the role of the C.A.U.T. in national, regional, and provincial matters, and to recommend upon the major functions that the Association should perform in the future.
- Voted to have the Association consider developing a policy statement or set of guidelines dealing with the role of university placement services on campus, and to have the national office collect information about the present functioning of these services.

E. J. M.

University of Toronto Centre for Russian and East European Studies

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 Toronto 5, Ontario, Canada

The deadline for application is April 15, 1969

A COMPARISON OF MEN'S AND WOMEN'S SALARIES IN THE ACADEMIC PROFESSION

*(A Report to the Royal Commission on the Status of Women)*¹

R. A. H. Robson *

Objective :

The objective of the present report is to establish the extent to which discrimination against female academicians exists in the following areas :

- (a) salaries
- (b) promotions
- (c) hiring policies

The term "discrimination" generally refers to the use of criteria for distinguishing between different persons that are irrelevant to the purpose for which the distinction is being made. In this study, the phrase "discrimination against female academicians" will refer to the use of the criterion of sex for the purposes of determining salaries, promotions and hiring policies.

Because of the limited resources available for this research, the investigation of discrimination against women in these three areas above has been confined to an analysis of existing data gathered by the Dominion Bureau of Statistics. Further, the nature of these DBS data is such that our treatment of the subject of discrimination against women in promotions and hiring policies is considerably less detailed and less conclusive than that with respect to discrimination against women in the matter of salaries.

* Dr. R. A. H. Robson is Professor of Sociology at the University of British Columbia.

¹ The work for this report began in 1965 under the auspices of the C.A.U.T. Committee on Women University Teachers. A summary of an Interim Report of this Committee was published in the *C.A.U.T. Bulletin*, Vol. 15, No. 1, October, 1966, pp. 27-31. At the end of 1967, an agreement was reached with the Royal Commission on the Status of Women that they would provide a grant to cover the cost of further analysis of the data and of the writing of the Report for the Royal Commission.

(In addition to the data published here, further material on discrimination against female academicians in retirement schemes, insurance plans, and other benefits was presented to the Commission. Space limitations preclude its publication here. *Ed.*)

*Discrimination Against Women in Salaries,
Promotions and Hiring Policies*

1. *The Data :*

Our research on discrimination against women in these respects was based on an analysis of statistical reports giving basic annual salary for all faculty members for the academic year 1965-66. The information is reported by bursars to the Dominion Bureau of Statistics, and we obtained the data on punch-cards from the DBS but with safeguards and omissions that assured that individual names and individual universities could not be identified. In addition to salary, the following information was included on the punch-cards and was used in this analysis :

- (a) Sex
- (b) Region (4 classes)
- (c) Size of University (5 classes based on Student Enrolment)
- (d) Control of University (Provincial, Church, Other)
- (e) Highest Earned Degree (4 classes)
- (f) Year of Birth (4 classes) ²
- (g) Field (The 67 fields reported to DBS were grouped by us into 18 classes)
- (h) Rank (6 classes)

The above information was obtained for 11,156 members of the academic profession, of whom 9,771 were males and 1,385 were females.

2. *Procedures :*³

In the 1965-66 academic year, the mean salary for men in the academic profession was \$10,690, while the average salary for women was \$8,428, a difference of \$2,262 per annum in favour of men.

In attempting to ascertain whether this discrepancy between the average salaries of men and women in the academic profession constitutes discrimination against women, we must, of course, take into account the possibility that the group of female academicians differs from the male group with respect to those characteristics which are seen to be legitimate in the determination of differences in salary. For example,

² Experiments with the data indicated that the variables "year of birth", "year of first degree" and "year of highest degree", performed about equally well as measures of "experience", and that there is no significant gain in information using more than one of them. "Age" was therefore chosen as the measure of "experience" in our analysis, since it was available for more cases than the other two variables.

³ We wish to acknowledge the work of Mr. James Gossland and Mr. William Reimer, who undertook the statistical work for this study.

if it were agreed that the amount of a professor's salary should be positively related to his competence in the job, and *IF* it were the case that women in the academic profession are less competent than men, then one would expect that the average salary received by women would be lower than that received by men, and this would not constitute discrimination in our sense.

The procedure employed in this study, therefore, was first to establish the extent to which each of the eight characteristics listed above influences an individual's salary.⁴ It is not a simple matter, however, to measure the influence of each factor on salary, because in any simple comparison different factors are combined. If one wishes to determine the salary differential between Ontario and the Atlantic Region, for example, a comparison of average faculty salaries in the two regions will not be enough, since these averages may reflect differences in the proportion of females, in the proportion of full professors, in the proportion of faculty in medical schools, etc., each of which may also affect the salaries received by academicians in the two geographic areas. Nor can the problem be resolved by simply refining the classification and confining the comparison between Ontario and the Atlantic Region to standardized groups such as "male full professors with Ph.D.'s and 20 years' experience in department of sociology in large Provincial universities", because then the number of individuals available for comparison in such a standardized group is so small that the result is likely to be dominated by chance factors. More sophisticated statistical techniques are, however, available, and the one employed in this study is that of multiple regression analysis.

One of the results of this analysis was that we were able to establish the average effect that the sex of the faculty member *alone* has on the salary that he or she receives.⁵

4 See: Gideon Rosenbluth, "The Structure of Academic Salaries in Canada," *C.A.U.T. Bulletin*, Vol. 15, No. 4, April 1967, pp. 19-27.

5 The influence of various factors is estimated by means of a model in which it is assumed that each individual's salary is the sum of a number of components. Thus

$$S = a + b + c + d + e + f + g + h + u$$

Here S is the individual's salary.

a is an average component depending only on whether the individual is male or female.

b, c, d, e, f, g, h , also depend on sex but in addition

b depends on whether the university is located in the Atlantic Region, Quebec, Ontario, or the West

c depends on the size of the university, in terms of student enrolment, five or size classes being employed

d depends on whether the university is provincial, church-affiliated, or private

e depends on the individual's field, 18 classes being employed in the analysis

f depends on the individual's rank

g depends on his age

h depends on his highest degree

u represents the effect of other factors and "chance" on the individual's salary.

Second, we endeavoured to establish the extent to which the difference in the average salary of men and women is attributable to differences between these two groups in terms of the characteristics which affect salaries. This was accomplished essentially by taking the effects on salaries of each class of each of the variables, and weighting each of these by the appropriate difference between the distributions of men and women across each class of each characteristic. ⁶

3. Results :

(a) Sex

It is to be noted from Table I, that slightly more than one half of the amount (\$2,262) by which the average salary for men exceeds

The four alternative values of b, for males, for example sum to zero, and the same is true of the values for females. Similarly, the alternative values of each of c, d, e, and h, sum to zero for both males and females. g is assumed to be a second order polynomial function of age.

The values of a, b, c, d, e, f, g, h, are estimated simultaneously by the method of least squares, so that the value of u for each individual is calculated as a residual.

It should be mentioned here that the "fit" of the model is very good, as cross-section studies go. As measured by the squared correlation coefficient, Table I explains 84 percent of the variation in individual salaries. This value, together with the fact that the number of observations is very high, suggest that our results are very reliable.

⁶ The multiple regression analysis provides *estimates* of the salaries of males and females in the academic profession, grouped in terms of various combinations of the seven remaining characteristics for which we had information. Because of the classification of each of these seven variables, there are 103,680 possible groups, within each of which males and females respectively possess the same combination of all seven variables. The 103,680 groups are made up as follows:

Region	Size of Univ.	Control of Univ.	Highest Earned Degree	Age	Field	Rank								
4	×	5	×	3	×	4	×	4	×	18	×	6	=	103,680

Since our population comprised less than 10,000 males and about 1,400 females, the vast majority of the 103,680 possible groups had no occupants, i.e. none of the 11,156 professors included in our population possessed the particular combinations of characteristics of these groups. The "component effects" are *estimates* based on the salary data for those groups into which one or more of our population fitted, but do *not* take into account the numbers of persons in each group.

On the other hand, the average salaries of males and females are based on *actual* salaries received by the 11,156 professors for whom we obtained data who are, of course, differentially distributed over these 103,680 possible groups. The difference between the average *actual* salaries of males and of females can therefore be seen to be the sum of all of the "component effects" for the seven variables, each weighted by the appropriate difference in the *actual* distributions of men and women over those seven characteristics.

An illustration of the procedure employed is as follows: The "component effect" of the Atlantic region is —\$166, i.e. it reduces the difference between male and females salaries by \$166: this amount is based on the figures in the 25,920 cells (103,680 ÷ 4 Regions), that comprise all the possible combinations of the classes of the remaining six characteristics. As pointed out previously, however, the figures for these cells are *estimates*, since our population did not include a sufficient number of persons with these particular combinations of characteristics.

The effect of this variable on the difference between the *actual* salaries of men and women, will be determined by the distribution over the 25,920 cells, of the 956 men and 153 women who are in the Atlantic region.

Let us suppose that only 50 of the 25,920 cells have actual cases. Since the salaries of only those in these 50 cells will affect the difference between the average *actual* salaries of men and women (and not the *estimated* salaries or the "component effects" of those cells with *no* actual cases, which in our hypothetical example would be the remaining 25,870 cells), we must take the male and female "component effects" of the *populated* cells and weight them by the respective numbers of men and women, in each of those cells. Columns 4 and 7 of Table I provide the results of those calculations, viz: the average "component effect", weighted by the male and female distributions respectively, for each class of each of the seven variables. Column 9 gives for each class of each variable the *net* effect on the *difference* between male and female salaries.

that for women is a direct sex difference; in other words, women at the same type of university, based on size, control and Region, in the same field, with the same rank and with the same competence (as measured by highest earned degree and by age) as men, earn on the average about \$1,200 less than men.

It should be mentioned, perhaps, that there are some instances where women, with the same characteristics as men, have *higher* salaries than their male counterparts. For example, a woman at a state university with an enrolment of over 5,000 in the Atlantic or Western Regions, whose age is below fifty, and who has an appointment as an assistant, associate or full professor in a department of home economics, irrespective of her highest earned degree, will tend to have a higher salary than a man with similar characteristics. Similarly, women with the same characteristics as those listed above, except that their age is under thirty and their appointments are in the fields of optometry or pharmacy, will have a higher salary than men similarly placed. However, the number of such instances is probably quite small and, in any case, these cases are more than outweighed by those where the reverse is true, as evidenced by the relatively large difference in male and female salaries attributable to difference in sex alone.

It can also be seen that, because women as a group are in fact different from men with respect to the remaining seven characteristics, their salaries are on the average lower than those of men by an additional amount of \$1,050 which, when added to the "pure" sex difference of about \$1,200, roughly makes up the total difference between the average salaries of men and women of \$2,262 in favour of men.

Further, each of the variables except age has the effect of increasing the difference between the average income received by men and women, with Rank exerting by far the greatest influence.

We will now turn to a more detailed analysis of the effects of each of the seven variables on the difference between male and female average salaries. These effects are the result of a combination of the differences in "pure component effect" (as shown in Table I), and differences in distributions of men and women over the various categories of a variable or attribute. Our analysis, therefore, will attempt to summarize the relative importance of each of these characteristics in producing the combined effect on the difference between male and female average salaries.

(b) *Region*

The salaries paid by universities in the Atlantic and Western Regions are less discriminatory with respect to sex⁷ than those in the provinces of Quebec and Ontario. At the same time, the proportions of women in the Atlantic and Western Regions are slightly higher than is the case for men. The combined effect of these characteristics is to reduce the difference between men's and women's average salaries by about \$70.00; but this is more than offset by the fact that female salaries in Quebec and Ontario are generally just under \$200 a year less than those paid to males. The net effect of the differences in the distributions of men and women across the four regions, is to increase the male/female salary difference by about \$40, in favour of the men.

Although the differences in the proportional distributions are small, it is interesting to note that with respect to the three Regions in which the universities are predominantly English-speaking, women tend to be over-represented in the Atlantic and Western Regions, where sex discrimination in terms of salaries is less, and under-represented in Ontario, where salaries reflect greater discrimination against women. This may be the result of a tendency on the part of women to be attracted to those universities where there is less salary discrimination against women, or due to the fact that those universities which have substantial salary differentials between men and women also have hiring policies which favour men over women. In Quebec on the other hand, where the discrepancy between men's and women's salaries is almost as great as that in Ontario, a slightly higher proportion of women are employed in universities than is the case for men. This characteristic of Quebec universities may be due to the lack of alternative opportunities for French-speaking females in the predominantly English-speaking universities in the rest of Canada.

(c) *Enrolment*

The salary scales of universities with enrolments between 500 and 4,999 are such as to diminish the "pure" sex difference in average salaries. In the case of universities that have enrolments under 500 and those of 5,000 or more, and particularly in the former case, the sex

⁷ It is realized of course that the term "discrimination" usually refers to illegitimate distinctions, and that it is still possible that the difference between male and female salaries may be the result of differences of which we could not take account, but which are justifiably used as a basis for differences in salaries. For example, our measures of "competence", viz: "age" and "highest earned degree" may not be good indices of the kinds of competences that universities think should be rewarded, and which may be regarded as legitimate.

differences in salaries are greater; and it is precisely at universities of these sizes that a somewhat higher proportion of women than men are to be found. The net effect is to increase the difference between the average male and female salaries by just under \$30.

(d) *Control*

The distributions of men and women over the three types of universities are essentially the same, and the net effect of this attribute is therefore principally a function of sex discrimination in salaries, particularly at "State" universities where there is a greater discrepancy between average male and female salaries than in the case of the other two types of universities. The net effect on the difference between the average salaries of men and women is very small: it increases the difference in favour of men by about \$15.

(e) *Highest Earned Degree*

The salaries of women who have a Ph.D. degree tend to be somewhat closer to those of men than is the case of those in the other three categories. At the same time, a substantially smaller proportion of women in the academic profession have Ph.D.s than do men, and this latter fact approximately offsets the effect of the former.

Similarly, although the sex difference in salaries is greater for those whose highest earned degree is "first professional degree", the slightly smaller proportion of women in this category roughly offsets the effect of this component on the salary differential.

The effects on the male/female salary differential of the remaining two types of highest earned degree, are more substantial, but they are in opposite directions. In the case of women, the possession of an M.A. tends to reduce the difference between her salary and that of men, while only having a B.A. or no degree at all tends to increase the gap between her salary and that of men. In both cases, the proportion of women in these categories is substantially higher than for men, but when combined, these effects on the sex differential in average salaries roughly cancel each other out. The net effect on salary differentials of the differences between men and women on this variable is therefore very small — about \$12.

(f) *Age*

It would appear that the overall effect that age has in reducing the average salary differential between the sexes by \$178 is the result

of the fact that a higher proportion of women are in the under thirty-five age group, and for this group the salary differential is between \$430 and \$750 less than for the other three age groups (depending on which of these latter groups is involved in the comparison).

(g) *Field*

It is to be noted that in all fields except one, home economics, the typical male salary is always greater than the typical female's, even though they are the same with respect to the six other factors: the extent to which average men's salaries exceed those of comparable female's varies from \$550 to \$2,120. In the single exception, the field of home economics, the typical female salary is only \$120 greater than the average male's.

The fields which have the effect of increasing or reducing the salary differential between men and women by more than \$200 per annum are as follows:

Increase Salary Differential		Differential Remains About the Same		Reduce Salary Differential	
Hygiene and Nursing	+ \$921	Applied Physical Science	+ \$ 24	Home Econ.	— \$1,319
Administration	+ 684	Other Pure Social Science	— 6	Optometry and Pharmacy	— 648
Dentistry and Medicine	+ 553	Education	— 8	History	— 406
Pure Biological Sciences	+ 433	Commerce	— 33	Other Applied Social Sc.	— 331
Agriculture and Forestry	+ 328	Political Science	— 75		
Pure Physical Science	+ 203	Economics and Political Sc.	— 88		
		Law	— 107		
		Humanities	— 121		

It is significant to note that in all four of the fields in which the salary sex differentials are substantially reduced, the reason is not because the women earn higher salaries in these fields than they do in others, since in all of these cases female salaries stand at about the average for female salaries in general. It is rather because men's salaries in these four fields are lower than male salaries generally are. On the other hand, of the six cases where the sex differentials are substantially

increased, in all except one (agriculture and forestry) men's salaries are either about average for all fields or considerably higher and again, in all except one (dentistry and medicine), women's salaries are below the average for all fields.

In short, where the gap between male and female salaries is reduced in a given field, it is not because women earn more in these fields, but because men earn less; and where this discrepancy is increased, it is because women earn less in these fields than they do in others, while men tend to earn more than they do in other fields.

It will be seen from Table III, that there are only five fields where the proportion of females choosing them is greater than the proportion of males : hygiene and nursing, education, the humanities, other applied social sciences and home economics. The field of hygiene and nursing involves the greatest amount of discrimination against women in terms of salaries; in the fields of education and the humanities, men's and women's salaries for comparable persons is roughly the same, in "other applied social sciences" the sex differential is reduced by about \$330, and finally, in home economics, there is a kind of reverse sex discrimination in the sense that the average male salary is somewhat less than that for females.

It is interesting to look further at the two cases at the extreme ends of this sex discrimination continuum, viz : hygiene and nursing on the one hand, and home economics on the other. A relatively high proportion of females enter these fields (11.8% and 8.2% respectively), and their average salaries in these fields are quite similar; within \$211 of each other. However, female salaries in hygiene and nursing are over \$900 less than for males, while in home economics, they are over \$1,300 more than for males. The reason for such a large difference is that men's salaries in the two fields differ markedly, by over \$2,000 : in the field of home economics, they tend to be about \$1,250 *less* than men normally get, while in the field of hygiene and nursing, they are over \$750 *more* than the typical male salary. It seems likely that the small number of males in the field of hygiene and nursing is probably from the medical fields, which generally pay much higher salaries than the average for males (plus \$1,367), while those in home economics come from fields which have salaries at, or below the male average.

If our guess is correct that the males in hygiene and nursing are from the field of medicine, it is interesting to note that the typical

salary received by *these* medical faculties is about \$600 lower than that received by males in the fields of dentistry and medicine. This is consistent with the notion that, when men work in a predominantly female discipline, their salaries are affected by the generally lower female salaries in that discipline. (Table IV gives the proportions in each field who are male and the proportions who are female.) On the other hand, the males in these two areas may not in fact be comparable.

Finally, with respect to this factor, the fields which have the greatest influence in increasing the salary differential between men and women are : dentistry and medicine, pure biological sciences, hygiene and nursing (all closely related to medicine), pure physical sciences and administration. Female salaries in history on the other hand, tend to somewhat reduce the difference in male and female average salaries. The net effect of the differences in the distributions of men and women across the disciplines is to increase the average salary difference in favour of men by just over \$90.

(h) *Rank*

It is to be noted that salary discrimination against women in the three regular academic ranks of assistant, associate and full professor is substantially less than for the two administrative ranks of dean and chairman, and the residual category of "other". On the other hand, the proportions of women in the two administrative ranks and the top two academic ranks (associate and full professors) are lower than the proportions of men in these ranks, while in the assistant professor rank, the proportions of men and women are about the same. The effects of all of these differences on the sex salary differential roughly cancel each other out.

The male/female difference that has the greatest effect on the discrepancy in average salaries is the enormously higher proportion of women (43.7% versus 17.9% for men) in the "other" rank category. Although the "pure" sex salary differential is increased on the average by only \$102, the fact that almost two and a half times as many women as men are in this category increases the average salary differential between men and women by the amount of \$1,115.

Since the "combined effects" on Rank of the sex salary differential are substantially greater than those of all of the other factors combined, we will explore these in somewhat more detail. In addition, we would

point out that one way of keeping salaries low is to retard or restrict promotion; or, to put it in a way which does not involve motivational implications, the rate of progress through the academic Ranks will have significant effects on salary levels, particularly in view of the fact that salary differentials between the various Ranks are much larger than for the components of the other factors.

In every Rank, the typical female's salary is lower than the comparable male's salary, the extent of this difference varying from \$433 in the case of associate professors to \$2,790 in the case of Deans. In addition, as indicated above, women are less likely to have appointments in the top four Ranks, and more likely to be in the lowest Rank, than men are. The question to be asked, therefore, is whether the generally higher Rank of males is justified by their being more qualified than females.

As Table V shows, at every level of competence, as measured by both "highest earned degree" (training) and "age" (experience), the typical female has a lower Rank than the comparable male. The results of statistical tests⁸ of the significance of the differences in the proportions of males and females in each rank, having the same competence (as measured by highest earned degree) are shown in Table VII. It can be seen that male proportions in the higher ranks are, in most cases, significantly higher than that expected from the proportion of males in each degree category. Conversely, the female proportions in the lower ranks are in most cases significantly higher.

⁸ In order to test the significance of the male/female differences it was decided that the simplest approach was to find the male/female percentage with respect to the total members of Ph.D.s, M.A.s, Ist Professor Degrees and B.A. & None (93.4%/6.6%, 83.6%/16.4%, 89.3%/10.7%, and 77.0%/23.0% respectively), and then, for each degree in turn, determine whether the deviations of male/female percentages in each Rank from these figures were significant. Initially an attempt was made to check the figures for each age year, but the small expected frequencies made it difficult to apply a simple χ^2 test. It was finally decided to test the aggregate numbers of males and females for each degree in each Rank, (figures in Table V), using the F test for proportions, as in the following example:

Ph.D.:

Deans :

$$H_0 : P = 0.934 \quad n = \text{total number of Ph. D. Deans}$$

$$H_1 : P > 0.934 \quad k = \text{total number of males}$$

$$\text{Then } \varphi_1 = 2(n - k + 1) = 2(123 - 120 + 1) = 8$$

$$\varphi_2 = 2k = 240$$

$$\text{and } F = \varphi_2(1 - P) = 240(0.066) = 2.12$$

φ_1	P	8 (0.934)	7.47
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But F_{240}^{8}

²⁴⁰ < 1.98 at the 5% level. The interpretation is that this proportion of male Ph.D.'s (120/123) could be selected as Deans less than 5 times in a hundred, if no discrimination exists in selecting males over females, and if the proportion of Ph.D.s who are males is 93.4%. Significance implies discrimination exists.

This sex discrimination in Rank diminishes with increasing age and is also less for those with higher earned degrees. These data also demonstrate clearly that women progress through the Ranks at a substantially slower pace than men do.

For females with a Ph.D., the proportions in each Rank do not correspond with the pattern for males until they reach the age of sixty : before that age, the proportions of female Ph.D.s in the higher Ranks tends to be lower than the proportion of males. With very few exceptions (principally in the associate professor rank, above the age of fifty-five), the proportions of women with a Ph.D. in all Ranks from associate professor and above, are less than the proportions of men. On the other hand, with only one exception, the proportion of women with doctorates in the two lowest Ranks is always higher than for the comparable group of men. Essentially the same situation occurs in the case of females in the remaining three highest earned degree categories.

In the case of Deans, only women with Ph.D.s stand as much chance of attaining this Rank as men, and then only when they are sixty years old or older. The likelihood that a woman with only an M.A. will become a Dean is never as great as that for men, at any age; and there are no reported cases of female Deans whose highest earned degree is a professional degree, a B.A. or no degree at all, although there are some men in these categories who have appointments at this rank.

The relative chances of comparable females and males being appointed as Heads of departments are very similar to the one just described for Deans.

The chances of a woman with the same competence as a man becoming a full professor before the age of fifty are, at best, only about one third as good as they are for men.

In the case of associate and assistant professors, generally speaking, we find that at the younger ages, a higher proportion of men hold these positions, while at the older ages a higher proportion of women are in these Ranks. The reason for the smaller proportions of males in each Rank is no doubt due to the fact that, at these ages, a higher proportion have been promoted to the higher Ranks, whereas women tend to remain in the lower Ranks for a longer period of time. Our suggestion that the rate of promotion is slower for females than for males, even where they have the same competence as men, is supported

by the data in Table VI. In every one of the twenty-one comparisons involving men and women with the same highest earned degree and with the same Rank, the average age of females is higher than that of males, the difference ranging from one year to as many as 11.4 years.

We now turn to those academicians who do not have an appointment in one of the regular Ranks, i.e. those in the category "others". It will be remembered that 43.7% of females do not have regular academic appointments, while this is true for only 17.9% of males. While this is in part due to the lower qualifications of females (as measured by highest earned degree), it is fairly clear that it is also due to the fact that, even with the same competence as men, women are less frequently placed in the higher regular academic Ranks. In this connection, it is to be noted that, with highest earned degree held constant, in every age group up to age fifty-nine, a higher proportion of women remain outside the regular academic Ranks than is the case for men.

We would also point out that in the case of persons under the age thirty-four, the absolute difference in the proportions of females and males who are not in the regular academic Ranks is generally greater than at later ages (the exception being in the case of those whose highest earned degree is a professional one). Since it seems reasonable to assume that a fairly high proportion of persons in this age group will have been only recently hired, the data suggest that at the time of hiring women are likely to be appointed to lower Ranks than men are, even though their competence is the same.

4. *Summary*

As can be seen from the figures in Table 1, theoretically, the extent of salary discrimination between men and women can vary as much as \$7,049 : from one situation in which a man and woman at the same type of university, in the same region, with the same Rank, in the same field and with the same degree of competence, will receive salaries which differ by as much as \$4,945 in favour of the man;⁹ to another situation in which the average woman will be paid \$2,104 more than a comparable man.¹⁰ However, although there will probably be

⁹ A Dean, with a first professional degree, aged 60 or over, in the field of hygiene and nursing, at a state-controlled university, with an enrolment of under 500, in Ontario, would typically earn \$18,761 if he were a man; but only \$13,816 if she were a woman; a salary difference in favour of the *man* of \$4,945.

¹⁰ An associate professor, with an M.A. aged under 30 years, in the field of home economics, at a church-controlled university, with an enrolment between 500 and 999, in the Western Region, would typically earn \$10,674 if she were a woman, but only \$8,570 if he were a man; a salary difference in favour of the *woman* of \$2,104.

some cases in which women in the academic profession, in similar positions and with similar training and experience as men, receive higher salaries than comparable men do, the number of cases in which the opposite occurs is much larger.

Our analysis of DBS academic salary data showed that, when all of the seven factors used are standardized, the average female earned \$1,199 less than the average male. In addition, to this "pure" sex component, various other components of the seven variables or attributes can be seen to increase that salary differential, while others reduce it.

Turning to the difference of \$2,262 in the average male and female salaries (males = \$10,690 : females = \$8,428), we have shown that this is made up of a "pure" sex differential of about \$1,200 and an additional amount of about \$1,050 attributable to the "combined effects" of each of the seven factors used in this study; these effects being produced by the combination of the "component effect" on the male/female salary differential, and the differences between the distributions of males and females over the factors studied.

With respect to the factors of *region*, *enrolment* and *control*, certain differences in "components effects" and differences in male/female distributions were noted, but none of these had particularly strong effects on the sex difference in average salaries.

The factor of *age* was shown to be the only one which had the effect of *reducing* the salary sex differential, although only to the extent of \$178 per annum, and this appears to be due to the higher proportion of females in the under thirty age group, in which the sex differential in salaries is substantially lower than for older age groups.

Academic disciplines were grouped into eighteen *Fields*, and it was shown that in six of these, the salary sex differential was increased, in eight it remained at about the level of the "pure" sex component, viz : \$1,199, while in the remaining four, the salary sex differential was reduced. Of the six fields in which the sex differential is increased, three are closely related to the field of medicine. In the four fields where the differential between males and females is reduced, the reason is *not* that females earn more in these fields than is generally the case for women, but rather because men tend to earn less.

Finally, the net result of these effects on the difference in average male and female salaries, is to increase the difference by just under \$100 per annum.

Finally, with regard to the factors of highest earned degree and rank, it was noted that, although females tend to have had less training than males, the substantially lower rank held on the average by women cannot be entirely attributed to this lower level of training. Our analysis revealed that, with very few exceptions, even when women are compared to men who have the same amount of training and experience males tend to have higher proportions in the higher ranks of Dean, Heads, full professors and associate professors, while women tend to be concentrated in the lower ranks of assistant professor and "other" more than the men do. If our indices of "competence" are acceptable ones, this suggests that, in addition to direct salary discrimination against women, there exists discrimination against women in terms of promotion, which has significant effects in increasing the salary differential between the average salaries of men and women in the academic world. This effect is particularly severe in the case of women who are not in the regular academic ranks, who constitute almost one-half of all of the women on the faculty of Canadian universities. The evidence also suggests that the generally lower academic ranks of the females are the result of the fact that appointments of females at the time of hiring are generally to a lower rank than is the case for comparable men, and also of the fact that the pace at which females are promoted is slower than it is for similar males.

In conclusion, we would point out what seems to us to be a rather disturbing feature of these sex differences. The sex difference in median salaries over the years from 1956-57 to 1963-64 increased from \$1,232 to \$1,779, and the median female salary as a proportion of the median male salary, diminished from 82% to 80% during that period.¹¹ Although the average male/female salaries used in this report are not directly comparable, since they are means rather than medians, it is to be noted that the difference in male/female average salaries for the year 1965-66, was \$2,262, and the average female salary constituted only 78.8% of the average male salary.

R. A. ROBSON,

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October, 1968.

¹¹ For data on males and females median salaries for the academic years 1958-59 to 1963-64, see: "Salaries and Qualifications of Teachers in Universities and Colleges", 1963-64, published by the Dominion Bureau of Statistics, Education Division, Higher Education Section, Queen's Printer and Controller of Stationery, Ottawa, May 1964, p. 27. For similar data for the academic year 1957-58, see: Josie, Svanhuit, "Salaries and Qualifications of Women Teaching in Canadian Universities and Colleges", *The Labour Gazette*, November 30, 1959. Prepared for the Women's Bureau of the Department of Labour. Both sets of figures are reproduced in *C.A.U.T. Bulletin*, Vol. 15, No. 1, October 1966, p. 31.

TABLE I
Effect of Differential Distribution
Across Variables on Differences Between
Male and Female Average Salaries 65/66

Variable or Attribute	Male Proportion	Component \$	Weighted Component	Female Proportions	Component \$	Weighted Component	Component Effect \$ — \$ M — F	Combined Effect on \$ — \$ F — M
Region	Atlantic	9.76	— 996	11.19	— 830	— 98.88	— 166	— 2.15
	Quebec	22.31	503	24.26	323	82.32	179	— 29.59
	Ontario	37.40	389	31.91	201	65.16	197	— 82.98
	Western	30.53	93	32.64	306	101.63	— 213	+ 73.34
		Effect on \$ _M =	+ 191.61	Effect on \$ _F =	+ 150.23			— 41.38
Enrolment	5,000 +	52.47	373	57.84	234	134.82	139	— 60.09
	2,000 — 4,999	31.46	112	26.35	280	74.20	— 168	+ 39.10
	1,000 — 1,999	6.05	— 134	4.77	— 33	— 1.64	— 101	+ 6.43
	500 — 999	6.51	— 96	5.70	158	11.75	— 254	+ 18.02
	0 — 499	3.51	— 256	5.34	— 639	— 41.07	383	— 32.14
						+ 178.06		— 28.68
Control	State	43.88	401	44.84	239	108.88	162	— 66.48
	Church	20.54	— 89	22.89	10	2.44	— 99	+ 20.62
	Other	35.58	— 312	32.27	— 249	— 80.19	— 63	+ 30.39
						+ 31.13		— 15.47

Variable or Attribute	Male Proportions	Component \$	Weighted Component	Female Proportions	Component \$	Weighted Component	Component Effect \$ — M	Component Effect \$ — F	Combined Effect on \$ — M
Highest Degree	48.99	70	34.12	24.33	106	28.62	— 36	— 5.50	
Ph.D.	32.88	— 157	— 51.38	45.63	3	1.36	— 160	+ 52.74	
Earned	6.60	354	23.55	5.56	213	11.99	141	— 11.56	
1st Prof.	11.63	— 267	— 30.65	24.48	— 322	— 78.58	55	— 47.93	
B.A. & None			— 24.36			— 36.61		— 12.25	
Age	7.90	— 830	— 319.06	12.36	— 338	— 116.89	— 492	+ 202.17	
Under 34	18.14	— 67	— 23.49	21.36	2	.62	— 69	+ 24.11	
35 - 44	35.04	381	68.55	31.24	171	41.36	210	— 27.19	
45 - 54	38.92	516	41.93	35.04	165	21.00	351	— 20.84	
55 & over			— 232.07			— 53.82		+ 178.25	
Rank	2.24	4,402	97.31	.51	2,811	28.42	1,591	— 69.89	
Dean	7.35	2,598	188.25	2.53	2,363	59.71	235	— 128.54	
Chairman	12.63	1,439	179.67	3.54	2,181	83.46	— 742	— 96.21	
Other Prof.	25.68	— 1,268	— 325.07	15.67	— 502	— 83.72	— 766	+ 241.35	
Assoc. Prof.	34.23	— 3,068	— 1,050.30	35.08	— 2,648	— 919.63	— 420	+ 130.67	
Assist. Prof.	17.87	— 4,103	— 730.24	43.68	— 4,205	— 1,845.95	102	— 1,115.71	
Other			— 1,640.38			— 2,677.71		— 1,037.33	

Variable or Attribute	Male Proportions	Component \$	Weighted Component	Female Proportions	Component \$	Weighted Component	Component Effect		Combined Effect on	
							\$ — M	\$ — F	\$ — M	\$ — F
Field Administration	2.79	319	8.75	1.01	— 365	— 3.68	684	—	— 12.43	
Humanities	21.67	— 429	— 92.29	32.42	— 308	— 98.74	— 121	—	— 6.45	
Econ. Ec. & Pol. Sc.	3.77	14	.53	1.08	102	1.10	88	—	— .57	
Pol. Science	1.72	— 235	— 4.01	.58	— 160	— .92	— 75	—	— 3.09	
History	3.75	— 333	— 12.37	2.24	73	1.64	— 406	—	— 14.01	
Other Pure Soc. Sciences	7.63	— 140	— 10.65	5.70	— 134	— 7.65	— 6	—	— 3.00	
Commerce	3.00	155	4.65	.14	188	.27	— 33	—	— 4.38	
Education	6.26	130	6.09	15.23	138	14.34	— 8	—	— 8.25	
Law	1.71	389	6.65	.29	496	1.44	— 107	—	— 5.21	
Home Economics	.06	— 1,252	— .76	8.16	67	5.47	— 1,319	—	— 6.23	
Other Applied Soc. Sciences	.59	— 292	— 6.22	3.39	39	3.18	— 331	—	— 9.40	
Pure Biological Sciences	6.88	124	8.52	5.63	— 309	— 17.41	433	—	— 25.93	
Agr., Forestry etc.	3.77	— 128	— 4.90	1.16	— 456	— 14.16	328	—	— 9.26	
Dentistry & Medicine	5.32	1,367	72.61	3.61	814	34.08	553	—	— 38.53	
Hygiene & Nursing	.29	777	1.67	11.84	— 144	— 14.45	921	—	— 16.12	
Optom. & Pharm.	.63	— 552	— 3.50	.29	96	.28	— 648	—	— 3.78	
Pure Physical Science	19.29	15	2.88	6.79	— 188	— 12.90	203	—	— 15.78	
Appl. Physical Science	10.88	71	7.71	.43	47	.24	24	—	— 7.47	
			— 14.64			— 107.87			— 93.23	

TABLE II

Summary of Table I

	Male	Female	F — M
	\$	\$	\$
Common Term ("Pure" Sex Difference)	12,169.00	10,970.00	— 1,199.00
Effect of Differential Distribution Across: —			
Regions	+ 191.61	+ 150.23	— 41.38
Enrolment Size	+ 206.74	+ 178.06	— 28.68
Control	+ 46.60	+ 31.13	— 15.47
Rank	— 1,640.38	— 2,677.71	— 1,037.33
Highest Degree	— 24.36	— 36.61	— 12.25
Age	— 232.07	— 53.82	+ 178.25
Field	— 14.64	— 107.87	— 93.23
Resultant Average Salaries: *	<u>\$10,702.50</u>	<u>\$8,453.41</u>	<u>— 12,249.09</u>

Actual Averages: —

Male:	$\frac{104,451,990}{9771}$	=	\$10,690	} \$2,262.
Female:	$\frac{11,672,780}{1385}$	=	\$ 8,428	

* These figures differ slightly from the Actual Average, as the result of a combination of factors, viz: the "component effects" are estimates; there are a small number of persons for whom we did not have information with respect to all characteristics, and rounding of figures in computations.

TABLE III

**Extent of Sex Discrimination in
Salary by Field and Proportions of
Males & Females in Each Field**

Field	Component Effect on F Salaries	Component Effect on Salaries	%	%
	\$	\$ M — F	M	F
Hygiene & Nursing	— 144	+ 921	.3	11.8
Administration	— 365	+ 684	2.8	1.0
Dentistry & Medicine	+ 814	+ 553	5.3	3.6
Pure Biological Sciences	— 309	+ 433	6.9	5.6
Agr., & Forestry	— 456	+ 328	3.8	1.2
Pure Phys. Sciences	— 188	+ 203	19.3	6.8
Appl. Phys. Sciences	+ 47	+ 24	10.9	.4
Other Pure Social Sciences	— 134	— 6	7.6	5.7
Education	+ 138	— 8	6.2	15.2
Commerce	+ 188	— 33	3.0	.1
Pol. Science	— 160	— 75	1.7	.5
Econ., Ec. & Pol. Sc.	+ 102	— 88	3.8	1.1
Law	+ 496	— 107	1.7	.3
Humanities	— 308	— 121	21.1	32.4
Other Appl., Social Science	+ 39	— 331	.6	3.4
History	+ 73	— 406	3.7	2.2
Optom. & Pharm.	+ 96	— 648	.6	.3
Home Economics	+ 67	— 1,319	.1	8.2
Totals:			100.0	100.0

TABLE IV

Proportions of Males and
Females in Each Field

Field	N		%	
	M	F	M	F
Commerce	293	1	99.7	.3
Appl. Phys. Sciences	1,065	6	99.4	.6
Law	166	4	97.6	2.4
Econ., Ec. & Pol. Sc.	371	15	96.1	3.9
Agr., Forestry, etc.	371	17	95.6	4.4
Pol. Science	166	8	95.4	4.6
Pure Phys. Sciences	1,886	94	95.3	4.7
Administration	274	14	95.0	5.0
Optom. & Pharm.	59	4	94.7	5.3
History	362	30	92.3	7.7
Dent., & Med.	518	50	91.2	8.8
Other Pure Soc. Sciences	743	79	90.4	9.6
Pure Biological Sciences	674	78	89.6	10.4
Humanities	2,111	450	82.4	17.6
Education	616	211	74.5	25.5
Other Appl. Social Sciences	59	47	55.7	44.3
Hygiene & Nursing	29	163	15.1	84.9
Home Economics	10	114	8.1	91.9
Totals:	9,771	1,385	87.6	12.4

TABLE V

**Proportions of Males and Females
Having Same Age and Highest Earned Degree,
In Each Academic Rank**

Highest Earned Degree	Age	N		Dean		Heads		Other Prof.		Assoc.		Asst.		Others	
		Male	Female	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F
Ph.D.	34	1,532	88	.5	0	.9	1.1	2.1	0	18.4	13.5	71.5	63.7	6.5	21.6
	35 - 39	1,063	71	.7	0	4.5	0	11.0	1.4	49.6	25.4	31.6	63.4	2.7	10.1
	40 - 44	844	59	2.4	0	11.9	0	25.5	6.8	47.0	32.2	11.5	52.5	1.8	8.5
	45 - 49	556	33	4.1	0	19.8	6.1	34.6	9.1	33.4	36.4	6.7	42.4	1.4	6.1
	50 - 54	375	36	6.9	0	22.7	27.8	37.4	11.1	26.1	27.8	4.8	27.8	2.1	5.6
Totals	55 - 59	242	22	10.3	4.5	26.8	18.2	42.0	40.9	17.3	31.8	2.1	0	1.2	4.5
	60 +	165	28	7.3	7.2	24.9	21.4	46.0	35.7	16.3	28.6	1.8	3.6	3.6	3.6
		4,777	337	2.5	.9	9.7	6.8	18.2	9.2	32.6	25.5	33.3	46.6	3.5	11.0
Sub-Totals		120		3		464	23	874	31	1,557	86	1,593	157	1,690	37
M.A.	34	1,563	210	.1	0	.2	0	.6	.5	5.3	0	45.0	20.0	49.0	79.5
	35 - 39	549	91	.9	0	1.1	0	3.3	0	24.8	8.8	51.0	46.2	18.7	45.0
	40 - 44	413	90	1.9	0	3.6	0	9.7	0	38.0	13.3	37.8	51.0	8.7	35.6
	45 - 49	301	76	5.3	1.3	10.	0	21.0	5.3	37.3	26.3	21.0	48.8	5.0	18.4
	50 - 54	182	72	7.7	2.8	14.8	4.2	18.7	0	36.2	33.3	16.5	36.1	6.1	23.6
	55 - 59	127	61	15.7	1.6	18.2	8.2	20.5	3.3	30.7	39.4	9.4	32.8	5.5	14.7
Totals	60 +	78	32	3.8	0	29.5	6.3	30.8	18.7	21.8	43.7	5.1	21.8	9.0	9.4
		3,213	632	2.1	0.6	4.0	1.6	6.7	2.1	19.0	16.1	38.8	34.8	29.3	44.8
Sub-Totals		68		4		129	10	215	13	609	102	1,248	220	943	283

Highest Earned Degree	Age	N		Dean		Heads		Other Prof.		Assoc.		Asst.		Others	
		Male	Female	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M	%F
1st Prof. Degree	< 34	233	29	.4	0	.9	0	3.0	3.5	6.5	0	34.4	24.2	55.0	72.4
	35 - 39	119	13	1.7	0	2.5	0	2.5	0	32.8	7.7	36.2	38.4	24.4	53.8
	40 - 44	95	8	1.1	0	15.8	0	12.6	0	32.6	0	27.4	62.5	10.5	37.5
	45 - 49	78	8	5.1	0	16.7	0	15.4	0	32.0	37.5	24.4	50.0	6.4	12.5
	50 - 54	54	10	9.3	0	25.9	10.	31.5	0	18.5	30.0	11.1	50.0	3.7	10.0
	55 - 59	43	4	11.6	0	21.0	0	37.2	0	18.6	75.0	7.0	0	4.7	25.0
Totals	60 +	23	5	8.7	0	17.4	20.	43.6	40.0	26.0	0	4.3	20.0	0	20.0
		645	77	3.1	0	9.3	2.6	11.9	3.9	20.8	3.0	27.6	35.1	27.3	45.5
Sub-Totals		20	0	60	2	77	3	134	10	178	27	176	35		
B.A. & None	< 34	516	162	0	0	.6	0	1.0	0	4.9	.6	29.4	7.4	64.5	92.0
	35 - 39	159	49	.6	0	3.1	0	1.9	0	25.0	0	42.8	30.6	26.4	69.4
	40 - 44	140	46	1.4	0	5.7	0	7.2	0	35.0	0	29.2	37.0	21.4	63.0
	45 - 49	116	27	1.7	0	11.2	0	6.0	0	37.8	18.5	22.4	33.3	20.7	48.2
	50 - 54	89	30	1.1	0	14.6	0	21.4	0	21.4	20.0	30.4	26.7	11.2	53.4
	55 - 59	81	17	3.7	0	22.2	0	19.8	5.9	29.6	17.7	11.1	35.3	13.6	41.1
Totals	60 +	35	8	5.7	0	11.4	0	22.9	12.5	22.8	50.0	11.4	12.5	25.8	25.0
		1,136	339	1.0	0	5.6	0	6.0	.6	18.4	5.6	28.7	20.1	40.3	73.7

TABLE VI

**Average Age of Males and Females,
With Same Highest Earned Degree,
In Each Academic Rank**

Highest Earned Degree	Deans			Heads			Academic Rank						Asst. Profs.						Other					
	M	F	Diff.	M	F	Diff.	M	F	Diff.	M	F	Diff.	M	F	Diff.	M	F	Diff.	M	F	Diff.	M	F	Diff.
Years																								
Ph.D.	49.3	60.7	11.4	48.1	54.2	6.1	47.1	54.6	7.5	40.1	44.3	4.2	33.0	37.5	4.5	35.7	36.7	1.0						
M.A.	49.8	52.0	2.2	51.2	56.6	5.4	48.2	54.4	6.2	42.8	51.3	8.5	34.8	42.8	8.0	32.2	35.6	3.4						
1st Prof.	50.2	—	—	48.4	57.3	8.9	49.5	51.7	2.2	42.7	50.5	7.8	36.6	41.3	4.7	32.9	35.2	2.3						
B.A. & None	51.2	—	—	49.6	—	—	50.1	59.8	9.7	44.1	52.5	8.4	38.3	42.2	3.9	34.1	35.7	1.6						

TABLE VII
Significance of Excess Proportions
Males/Females in Ranks Compared
To Proportions in Degrees

Degree	Rank	F Calculated	F	Table Values	1.98 @ 5% level	X	Proportional Excess of : — Male Female	Remarks
Ph.D.s 93.4% Males	Deans (97.6% M)	2.12	F 40	<	1.98 @ 5% level	X		Significant @ 5%
	Heads (95.3% M)	1.37	F 48	=	1.37 @ 5% level	X		Significant @ 5%
	Other Profs. (96.6% M)	1.93	F 64	<	1.52 @ 1% level	X		Significant @ 5%
	Assoc. Profs. (94.8% M)	1.26	F 174	<	1.26 @ 5% level	X		Significant Just
M.A.s 83.6% Males	Asst. Profs. (9.10% M)	2.79	F 3188	<	1.32 @ 1% level	X	X	Significant @ 5%
	Others (82.0% M)	3.08	F 340	<	1.62 @ 1% level	X	X	Significant @ 1%
	Deans (94.4% M)	2.71	F 10	<	2.47 @ 1% level	X		Significant @ 1%
	Heads (92.8% M)	2.30	F 22	<	1.97 @ 1% level	X		Significant @ 1%
	Other Profs. (94.3% M)	3.01	F 28	<	1.84 @ 1% level	X		Significant @ 1%
	Assoc. Profs. (85.7% M)	1.16	F 206	=	1.17 @ 5% level	X		Not Significant @ 5%
	Asst. Profs. (85.0% M)	1.11	F 442	<	1.11 @ 5% level	X		Not Significant @ 5%
	Others (76.9% M)	1.53	F 1888	<	1.24 @ 1% level	X	X	Significant @ 1%

Degree	Rank	F Calculated	F	Table Values	Proportional Excess of : — Male Female	Remarks
1st Prof. Degree 89.3 % Males	Deans (100.0% M)	2.39	F 40	=	3.23 @ 5% level	X Not Significant @ 5%
	Heads (96.8% M)	2.40	F 120	<	2.19 @ 5% level	X Significant @ 5%
	Other Profs. (96.3% M)	2.31	F 154	<	2.00 @ 5% level	X Significant @ 5%
	Assoc. Profs. (93.1% M)	1.46	F 268	>	1.54 @ 5% level	X Not Significant @ 5%
	Asst. Profs. (86.8% M)	1.26	F 358	>	1.43 @ 5% level	X Not Significant @ 5%
B.A. and None 77.0 % Males	Others (83.4% M)	1.65	F 354	<	1.64 @ 1% level	X Significant @ 1%
	Deans (100% M)	3.29	F 22	=	3.44 @ 5% level	X Not Significant @ 5%
	Heads (100% M)	19.12	F 128	=	4.78 @ 1% level	X Significant @ 1%
	Other Profs. (97.1% M)	6.77	F 136	=	2.95 @ 1% level	X Significant @ 1%
	Assoc. Profs. (91.7% M)	3.12	F 418	=	1.64 @ 1% level	X Significant Just Significant @ 1%
	Asst. Profs. (82.7% M)	1.41	F 652	=	1.39 @ 1% level	X Significant @ 1%
	Others (64.7% M)	1.82	F 918	<	1.24 @ 1% level	X Significant @ 1%

NOTICE OF POSITIONS VACANT *

ANNONCE DES POSTES VACANTS *

UNIVERSITY OF ALBERTA. Department of Food Science. Applications are invited for the position of Assistant or Associate Professor of Food Chemistry. Rank and Salary are dependent on qualifications and experience. Current minimum salaries are \$9,500 and \$13,000 for Assistant and Associate Professors respectively. Qualifications — Ph.D. in Chemistry or Food Science. Acknowledged teaching and research ability is required. Applications should be made to the Head of the Department by April 1, 1969, and should include a *curriculum vitae*, transcript of academic record, a list of publications and the names of three referees. Duties will commence July 1, 1969, or as soon thereafter as possible.

UNIVERSITY OF BRITISH COLUMBIA. Department of History. Applications are invited for new appointments to be made in the academic year 1969-70 from among the following fields of History: European Diplomatic, Economic History, History of Science, Russian, Canadian, Urban History, and Historical Demography. Appointments will be made at the rank of Professor (\$15,200 and up); Associate Professor (\$11,300 and up); and Assistant Professor (\$9,200 and up). The University provides removal assistance, good pension, medical insurance plans, and other staff benefits. Further information concerning the Department and its activities may be obtained from the address below. Applications, including *curriculum vitae* and names of three referees should be sent to: The Chairman, Department of History, University of British Columbia, Vancouver 8, Canada.

UNIVERSITY OF BRITISH COLUMBIA. Department of Theatre. Two positions. Applications are invited for the post of Assistant Professor (minimum 9500 p.a.) in the Department of Theatre. The vacancy is for a man to teach Theatre 330 (History of the Film) and Theatre 333 (Film Production) as well as to initiate and develop future

* Institutions are charged for announcements of *Positions Vacant* at the rate of 75¢ per line or fraction thereof, with a minimum of \$3 per notice. Notices should be sent to the Editor, C.A.U.T. Bulletin, 233 Gilmour St., Suite 700, Ottawa 4, Ontario.

* Le taux de l'annonce des postes vacants est fixé à soixante-quinze cents par ligne ou fraction de ligne; le prix minimal est de trois dollars. Veuillez adresser toute annonce au directeur du *Bulletin de l'A.C.P.U.*, 233, rue Gilmour, bureau 700, Ottawa 4, Ontario.

film studies leading to the creation of a Department of Film. Applications with *curriculum vitae* including names and addresses of three referees should be sent to: Dr. John Brockington, Department of Theatre, University of B.C., Vancouver 8, B.C. Deadline February 1, 1969.

Applications are also invited for a visiting Assistant Professor 1969-70, Minimum salary \$9,500 p.a. Although appointment only for 1 year, could lead to permanent position. Candidate should combine practical and scholarly skills in the field of acting/directing, theatre history and dramatic literature. Applications (including *curriculum vitae* and names and addresses of three referees) to Dr. John Brockington, Head, Department of Theatre, U.B.C., Vancouver 8, B.C. Deadline for applications March 1, 1969.

BROCK UNIVERSITY. Department of Chemistry. Applications are invited for the following appointment in the Department of Chemistry: Assistant Professor of Organic Chemistry. This appointment begins July 1, 1969. Applications, with *curriculum vitae* and names and addresses of referees, should be sent to Dr. E. A. Cherniak, Chairman, from whom information about the Department may be obtained.

Department of Geography. Applications are invited for full-time faculty positions in an established department of a new and expanding University. Salary and status open, and will depend upon research, experience and qualifications. The required areas of competence include Cartography, Biogeography, Population Geography, Urban Systems Analysis, Recreation or Resource Geography, Cultural Geography and Quantitative Techniques. Other systematic specialities will be considered. Teaching Assistants and Laboratory Demonstrators are also required. Applications, including *curriculum vitae* and the names of three referees, to Dr. John N. Jackson, Head : Department of Geography, Brock, University, St. Catharines, Ontario (416-684-7201).

UNIVERSITY OF CALGARY. Faculty of Education. Applications are invited for academic staff positions as indicated below. The appointments will become effective July 1969, or subsequently as may be arranged, at a rank appropriate to academic background and qualifications. Salary ranges for 1968-69 are as follows: Assistant Professor - \$9,500 to \$12,950, Associate Professor - \$13,000 to \$17,450, Professor - \$17,500 and up. The Faculty of Education has recently moved into a new building where the most up-to-date facilities for research and teach-

ing are available. For details concerning these positions please write to the Department Head concerned.

Department of Curriculum and Instruction. (Head, Dr. S. A. Lindstedt). In clinical reading (senior appointment), social studies education (elementary), social studies education (secondary), mathematics education (elementary and/or secondary), cataloguer for materials centre.

Educational Administration. (Head, Dr. J. E. Cheal). With a strong background in social sciences and experience in conducting and supervising research.

Educational Foundations. (Head, Dr. R. F. Lawson). In philosophy of education, comparative education, and sociology of education.

Educational Psychology. (Head, Dr. J. G. Woodsworth). In theoretical psychology, with basic interest in the applied field and ability to conduct and supervise research. A senior staff member to supervise the counsellor-education programme. Positions open at all professional levels.

CARLETON UNIVERSITY. Department of Geology invites applications for new faculty appointments, effective July 1st, 1969, in one or more of the following fields: Structure-Geophysics; Mineralogy-Petrology; Engineering Geology-Hydrogeology. Duties will involve teaching at both undergraduate and graduate levels. The Department's major areas of interest are Precambrian Studies and Economic Geology and Applied Geochemistry. A programme in Environmental Geology will be initiated in conjunction with other Faculties, after the appointment of a suitable candidate in Engineering Geology-Hydrogeology. Rank and salary to be decided by qualifications. Last date for acceptance of applications is March 1st, 1969. Replies, with names of three references, to be sent to the Chairman, Department of Geology, Carleton University, Ottawa 1, Ontario.

DALHOUSIE UNIVERSITY. Department of Theatre. Two additional faculty for September of 1969, each one to teach two courses and to take part in the Department's production programme in whatever capacities he prefers. The structure of courses within the programme is a flexible one, each individual course defining an area of study rather than following a prescribed syllabus. It is a principle of the Department that practical theatre work is intrinsic to the study of any aspect of theatre in all courses. Rank and salary for these positions

are negotiable. Please send inquiries, applications, *curriculum vitæ*, and references to: Dr. Robert Merritt, Department of Theatre, Dalhousie University, Halifax, N.S.

WELLINGTON COLLEGE OF ARTS AND SCIENCE, UNIVERSITY OF GUELPH. Department of English. Applications are invited for two positions in the Department of English. 1. Professor and Chairman of the Department. This position is for an established scholar who would continue with a limited amount of teaching and research while providing leadership for a department with 34 members. As Professor he would have tenure. As Chairman, he would serve for 5 years and then resume full-time teaching in the Department. The Department has a fully developed undergraduate programme (general and honours degree) and an M.A. programme. Duties to commence 1 July 1969 or later. Salary \$18,000 to \$20,000 depending on qualifications. 2. Associate Professor or Professor. Area of specialization should be Renaissance, seventeenth-century, or Victorian literature. Duties commence 1 July 1969 or later. Salary: Associate Professor \$12,000 to \$16,000; Professor \$16,000 to \$18,000. Applications to: Dean M. H. M. MacKinnon, Wellington College, University of Guelph, Guelph, Ontario.

UNIVERSITY OF LETHBRIDGE. Department of Mathematics. Several positions are open effective July 1, 1969, at any of the professorial ranks. (1) Geometry/Topology. (2) Any field — a temporary visiting appointment that may be regularized later. (3) Computing Science — a major appointment. The 1969-70 salary schedule is under negotiation. The 1968-69 scale is Assistant Professor \$9,500 - \$12,950, Associate Professor \$13,000 - \$17,450, Professor \$17,500 - up. Send inquiries to L. G. Hoye, Chairman, Department of Mathematics, University of Lethbridge, Lethbridge, Alberta.

Department of Sociology. Vacancies on assistant professorship level; introduction, contemporary theory, methodology, and demography preferred, but flexibility according to specialization possible; Ph.D. required; experience desirable; high salaries, 9-hour teaching load, removal expenses and other fringe benefits. September, 1969. Write: Bernard J. Gorrow, Chairman, Department of Sociology and Anthropology, University of Lethbridge, Lethbridge, Alta.

LOYOLA COLLEGE. French Studies. Senior appointment, Doctorate, teaching experience, publications required. To chair a department of

35 persons and be responsible for administration of department and teach two undergraduate courses. Salary commensurate with qualifications. Appointment: June 1st, 1969. Closing date of applications: March 30th, 1969. Write to the Dean of Arts, Loyola College, 7141 Sherbrooke Street West, Montreal, Quebec, Canada.

UNIVERSITY OF OTTAWA. Department of Mechanical Engineering. Positions available in Canada's capital in different fields of Mechanical Engineering. Ph.D. degree or outstanding professional qualifications required. Salary and rank dependent upon experience. Apply: Dr. Adolph Feingold, Chairman, Mechanical Engineering Department, University of Ottawa, Ottawa, Ontario.

SAINT MARY'S UNIVERSITY. Departments of Accounting, Business Administration, Economics invite applications for positions as Assistant or Associate Professor. It is expected that two appointments will be made in each of the Departments effective September 1, 1969. Send *curriculum vitae* and names of three referees to Professor H. G. Beazley, Dean of Commerce, Halifax, Nova Scotia.

UNIVERSITY OF SASKATCHEWAN REGINA CAMPUS. Associate Dean of Fine Arts. Applications are invited for the post of Associate Dean at the head of the Division of Fine Arts. This Division forms part of the College of Arts and Science and includes four Departments namely, Art History, Drama, Music, and the Visual Arts, each under its own Chairman. Apart from administrative duties, comprising, for example, recruitment and appointments, preparation of Divisional budgets, academic programming, some teaching is required within one of the Departments. Wide general interest and sympathy with all the Arts, understanding of their history and of their value and function in the modern world are most desirable: Administrative ability essential, academic and teaching experience of lesser consideration. Salary, negotiable. Present scale for Professors is \$16,900. minimum, Associate Professor \$12,800. to \$16,800. Further particulars may be obtained from the Dean of Arts and Science, University of Saskatchewan, Regina Campus, Canada, to whom applications with *curriculum vitae* and the names of four references should be sent.

SIR GEORGE WILLIAMS UNIVERSITY. Department of Chemistry. Academic-Physical Organic Chemist: Appointment at Assistant or Associate Professor Rank. Post Doctoral and teaching experience required. To teach at undergraduate and graduate levels. Expanding

Ph.D. Programme. Emphasis on spectroscopy or mechanism and kinetics. Appointment July 1969. Dr. R. Verschingel, Chairman, Chemistry Dept., Sir George Williams University, Montreal 107, Quebec.

TRENT UNIVERSITY. Applications are invited for the following positions. Apply to Dean T. E. W. Nind, except where noted : (a) *French Studies* : senior appointment for mature, highly respected scholar, to chair the department, (b) *English* : senior appointment, to chair the Department of English Literature, (c) *Geography* : appointment to teach second year course in cartography, with another basic specialty preferably not in physical geography. Research experience essential, present faculty involved in resource management and hydrology. Apply : Chairman, Department of Geography. Salary and rank will be appropriate to qualifications and experience. 1968/69 minimum salaries are : Assistant Professor \$9,500, Associate Professor \$12,600, Professor \$16,000. Appointments are to commence 1 July 1969.

UNIVERSITY OF VICTORIA. Department of Biology. Applications are invited from persons qualified to assume a major teaching responsibility in one of the following areas: cell physiology, vertebrate physiology, population dynamics, parasitology, introductory biology. A marine orientation will be preferred in one or more of the appointments to be made. To take effect July 1st, duties commencing September 1st, 1969. Applications should be sent to Dr. W. Gordon Fields, Head.

UNIVERSITY OF WESTERN ONTARIO. History of Education. Assistant Professor required to lecture in Canadian educational history or related field. Duties to commence July 1 or September 1, 1969. Favourable teaching load, research facilities, remuneration, and a close working arrangement with history department in faculty of arts. Candidates should have a background in history, and be familiar with historical and contemporary developments in Canadian education. Enquiries to: Robert M. Stamp, Chairman of History of Education Appointments Committee, Althouse College of Education, University of Western Ontario, London, Ontario, Canada.

UNIVERSITY OF WINDSOR. The School of Nursing. Applications are invited for additional faculty positions. Candidates should have a Master's degree with preparation in a nursing specialty. Salaries and rank are in accordance with University policy. Programs offered are, — Four-Year Basic Degree Programme in Nursing and a Degree Programme for Registered Nurses.

FACULTY AND STAFF REQUIREMENTS

School of Physical Education and Recreation University of Waterloo

DEPARTMENT OF KINESIOLOGY

1) Health — Responsibilities :

To establish and develop a series of courses and research in health, e.g. — nutrition, communicable disease, mental health, designed to adequately prepare personnel for the health education field. Some physical activity teaching will be required.

The person who fills this position will have completed a doctorate by September, 1969. He will have a good background in the basic health sciences (e.g. biochemistry, biology, anatomy, psychology) and have demonstrated a capability for research in health.

2) Psychology — Requirements :

To establish and develop courses and research programs in motor learning and the psychology of physical activity. Some physical activity teaching will be required.

The person who fills this position will have completed a doctorate by September, 1969. He will have a good background in the fields of psychology and physical activity and have demonstrated a capability for research in psychology, preferably in relation to physical activity.

NOTE : For the above **two** positions the appointee will be given the rank of Assistant Professor, initially. Starting salary is open to negotiation. An applicant should provide a detailed curriculum vitae and an indication of salary requirements.

3) Physical Activity Instructor — Responsibilities :

To conduct activity classes in the Honours Kinesiology program in gymnastics and soccer, and to assume some coaching responsibilities.

The person who fills this position will have at least a Baccalaureate degree. He will have extensive experience in gymnastics and soccer. Ability in fencing would be an asset. He will be able to analyze the activities from mechanical and anatomical standpoints.

Rank and starting salary will be commensurate with academic standing and experience.

ALL REPLIES WILL BE HELD IN STRICT CONFIDENCE.

Please send replies to :

Mr. D. J. PUGLIESE
Director
School of Physical
Education and Recreation
University of Waterloo
Waterloo, Ontario

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT **

ANNONCE DES PROFESSEURS DISPONIBLES **

Box 1. Physical Metallurgist. Male, 42, Ph.D., 14 years' experience in R & D. Background: Annealing, Worksoftening, Electrical properties of aluminum alloys, post-doctoral research in thermo-physical properties of refractory metals at high temperatures. Desires teaching position. Résumé on request.

Box 11. History. Male, Canadian, family. Nineteenth century Britain, and also Europe. Ph.D. expected coming winter. Desires position for fall of 1969.

Box 65. Education. Position wanted in College-teaching/counseling in Ontario or Quebec. Qualifications : B.Ed. in Elementary Education, M.Ed. in Rehabilitation Counselling, U. of Iowa, M.Ed. in Special Education-Instituto Normal-Montevideo, Uruguay. Work experience: Instructor for graduate course in teaching mentally retarded. Rehabilitation counseling. Instructor for Elementary Special Education. Available: September 1969. Languages: French, English and Spanish.

Box 66. Civil Engineering. Male, 33, Ph.D. Specialization: Soil Mechanics and Foundation Engineering. Nine years' teaching and research experience. Teaching in other areas: Highways, Structures, Strength of Materials, Public Health Engineering and Engineering Geology. Six years' experience as In-charge of Soil Testing & Road Materials laboratory. Seeks teaching and/or research position.

** For fuller information write to the relevant Box No. at the C.A.U.T. National Office, 233 Gilmour St., Suite 700, Ottawa 4, Ontario.

Notices of person available for appointment are carried at \$3 for 40 words and \$4 for 50 words. Notices for insertion should be sent to the C.A.U.T. National Office.

** Toute demande de renseignement doit être adressée au numéro indiqué du casier, secrétariat de l'A.C.P.U., 233, rue Gilmour, bureau 700, Ottawa 4, Ontario.

Le taux de l'annonce est fixé à trois dollars pour quarante mots et quatre dollars pour cinquante mots. Les annonces doivent être envoyées au secrétariat de l'A.C.P.U.

- Box 67. German.* Korean, 34, B.A. in English, Dr. Phil. in German, Innsbruck (Austria). Seeks Assistant Professorship or research position in German in a University or College. Available September '69.
- Box 68. History.* Male, 25, M.A., Russian history. 7 hours in African studies towards Ph.D. Has taught Russian and Chinese histories in preparatory school. Peace Corps teaching in Africa. 2 years' experience in social work. Interested in Non-Western studies. Wife qualified to teach Spanish and English.
- Box 69. Applied & Experimental Physiology.* Bachelor Surgery. Main experience, practice of medicine, government projects. Can teach animal, human physiology: muscle, nerve; cardiovascular, respiratory, central nervous systems; aerospace physiology. Would participate in research according to existing need.
- Box 70. Economics.* Man, married, 44, Ph.D. from Big Ten University in U.S.A. Twenty years' teaching and research experience in Econometrics, Statistics, Mathematical Economics, Operations Research, Quantitative Methods, Economic Theory and Agricultural Economics at various universities at both graduate and undergraduate levels. Desires teaching and/or research position. Available July or September 1969.
- Box 71. Social Psychology.* Social Psychology major at the University of Michigan, U.S.A., expecting Ph.D. by August, 1969, seeks a university teaching-research appointment in Canada. Has B.A. in Psychology, M.A. in Sociology, and teaching and research experience.
- Box 72. Philosophy.* Position in Philosophy of Religion, Bible or French wanted by French Religion Doctor Strasbourg University, 27, expecting Philosophy Doctorate next June Paris University, adviser Paul Ricoeur. References: Dean Brauer, Ricoeur, Eliade, Kitagawa at Career Counseling Office, Chicago University.
- Box 73. Plant Ecologist.* Trained in Grazing Studies and Weed Ecology, desires a teaching and/or research position. Completing Ph.D. in fall 1969.

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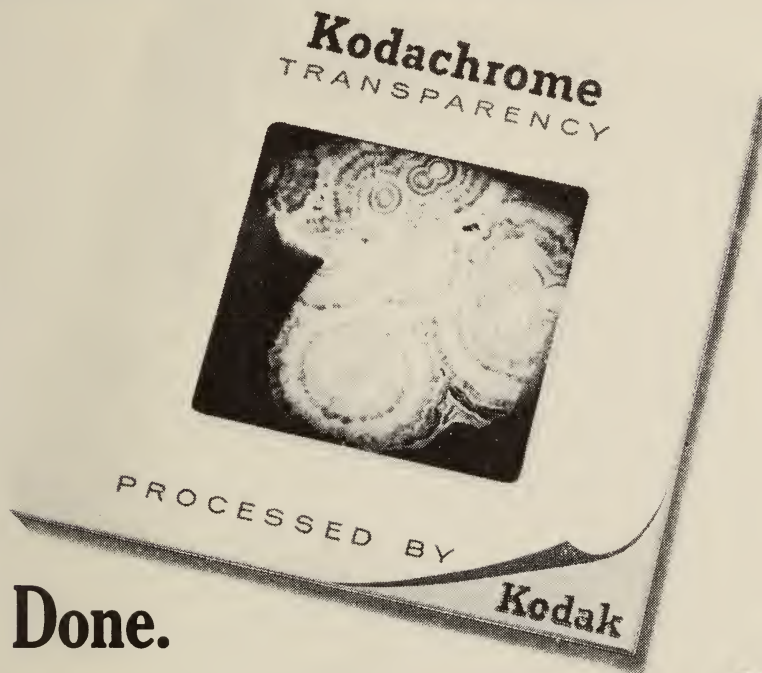
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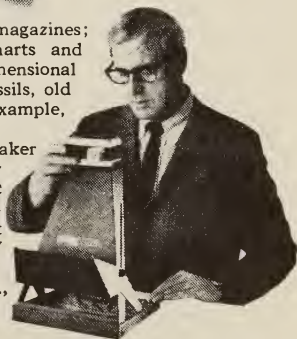
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